

EDITOR

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THE CATHOLIC EDUCATOR

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Five-dollar Bills for only \$2.98!

Webster's gives several definitions of the word *bargain*. One of them reads: "A transaction involving good or bad consequences."

For many years we have been warning the Reverend Clergy and Religious to beware of "bargains" in sacred vestments and vesture materials. Anyone who pretends to sell at *bargain prices* materials which are really worthy of use in the Holy Sacrifice of the Mass is offering a bargain fraught with "bad consequences" for the purchaser.

It has just come to our attention that one of these bargain peddlers is currently at large in a certain western state. A clergyman informs us that this vendor recently offered him an eye-appealing set of "imported" gold cloth vestments for \$1300.00. Father tells us that he was frankly suspicious, and while he had no intention of spending that amount of money for vestments, he was anxious to confirm his suspicions. Accordingly, he began to dicker with the itinerant vendor. As he dickered, the original price kept fading like a receding tide.

Finally the bargain-offerer threw Father a fast curve. He would let the priest have the \$1300.00 "imported" vestments for only \$700.00! At that point the peddler of foreign vestments was urged to make a hasty retreat from the rectory and admonished never to return.

If there is a moral to be drawn from this constantly-recurring incident, it is this—and we sincerely commend it to all buyers of vestures and liturgical fabrics. "Nobody but a counterfeiter is going to offer you Five-dollar bills for \$2.98!"

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Sister Immaculata has been teacher, supervisor, and critic teacher for a period of 44 years. She now teaches the first grade.

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Author of *Living in God's World* (Book 4) and *Mental Arithmetic*, Sister Francis Regis is now one of the community supervisors. She also conducts workshops. Sister's teaching experience extends from the grammar grades through the college level. She is a graduate of Bridgewater State Teachers College and Boston College (M. Ed.).

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Father Gareshe needs no introduction to our readers. Author of many books and articles in nearly all Catholic periodicals, Father is founder of the Daughters of Mary, Health of the Sick.

News of School Supplies and Equipment

Schoolroom Progress, U. S. A. Traveling Exhibit

Just how much advancement has been made in aids to teaching and learning, during the century in which readin', writin' and 'rithmetic have been considerably adorned and streamlined, will be graphically demonstrated to millions of Americans during the three years beginning this past September.

"Schoolroom Progress, U.S.A.," a series of "then and now" classrooms on wheels, will visit some 250 cities, stopping off in each up to a week to show parents, educators, schoolboard members and the general public how modernization of educational systems has contributed to America's strength and unity.

Housed in two railway cars—one of 19th century vintage and showing replicas of schoolhouses as they looked a hundred years ago, the other a spic and span streamlined coach featuring today's efficiently appointed and well planned schoolrooms—the exhibit will take many a viewer back to his own school days.

It is being co-sponsored by the Henry Ford Museum and Greenfield Village and by the Encyclopedia Americana. Twenty-seven American manufacturers of school materials and equipment—from illumination to school furniture and sanitation facilities—are participating. In each city the exhibit visits, there will be local sponsors such as newspapers, civic organizations, banks, and radio-TV stations.



What might fascinate oldsters more than anything else will be the school desks and other school furniture used in the last century contrasted to up-to-the-minute furniture widely found in today's schools. To portray this phase of the exhibit, school furniture manufactured by American Seating Company, Grand Rapids, Michigan, was selected.

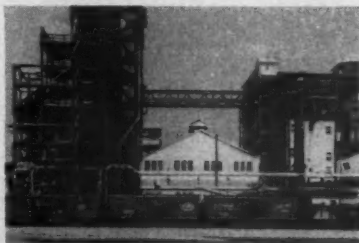
In sharp contrast to the once-standard "partnership" desks with work-surface attached to the seat ahead, the modern classroom features a desk that can be adjusted to variable heights, with an attached chair

From **CHEMICALS** to **BUMPER CROPS**



AMERICA'S RAILROADS MAKE THE CONNECTIONS!

Every year, 2,464,000 new people are added to the population of the United States — yet the total acreage planted remains virtually the same. Today, farmers are producing more food and fibre than ever before. They are doing this with the help of chemicals which greatly increase the yield per acre . . . with chemical producers and farmers linked by dependable railroad transportation.



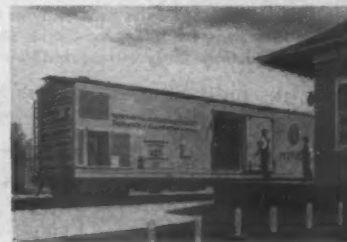
Fertilizers are plant foods. Here nitrogen, one of the three major elements vital to crops, is captured from the air and converted to fertilizer. American farmers use more than 23 million tons of fertilizer a year, much of it moved by rail.



Weeds rob crops of moisture and nourishment, causing losses as high as \$5 billion annually. Now fields are sprayed with chemicals that destroy weeds but leave food crops unharmed. Weed killers are carried in bulk in railroad tank cars.



Insects in one year alone have destroyed more than \$4 billion worth of crops. By spraying and dusting with chemical preparations, production of some crops has been doubled. Railroads bring these insecticides to farm areas.



Fruits and vegetables stay crisp and fresh while moving long distances in railroad refrigerator cars packed with chemically produced ice. Frozen foods go to market in cars cooled by artificial refrigerants which also are chemical products.

Connecting the nation's farms with industry and market is our great mass-transportation system. The heart of that system is the railroads, serving you speedily at a lower average cost than any other form of general transportation.

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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 21.



that is also adjustable for students of different physical statures. It has an "Amerex" metal-and-plastic top that can be quickly adjusted to the 20-degree slope which is most natural for reading and writing. This top can also be adjusted to the conventional 10-degree slope, or to a level position, depending on the nature of the school work being done and its demands on equipment.

Another interesting development that visitors to "Schoolroom Progress, U.S.

A." will note is the wide use of tables and chairs. The tables are unusual in that they are oblong, L-shaped and trapezoidal in form and can be quickly assembled into circles, horseshoes or squares for conferences, work sessions or lectures. American Seating designers developed lightweight chairs for arrangement as the situation requires. These are made in various sizes to accommodate all types of students.

Today's students will probably develop

greater sympathy for their elders, and the hard, unmanageable seats they had to sit on when they were boys and girls, as they visit the interesting exhibits of "Schoolroom Progress, U.S.A."

And the elders, parents and grandparents alike, might take a few nostalgic glances at the old-fashioned school furniture while secretly envying their progeny the comfortable tables, desks and chairs they use for study and recitation.

SS&E 17

TO MAKE FOR THE HOLIDAYS

A suggestion we hope proves interesting and fun to do



Actual size of cookie 3"x4" big

Jolly Santy Cookie

Everyone falls in love with this cookie. It is so simple to make with easy Jolly Santy Cookie Cutter. Such fun to decorate, too—and very wonderful-tasting. Only 30¢ postpaid, recipe included. Address given below.

- Unlike old-fashioned, ordinary along with some delightful tips that kind of cutter—this Jolly Santy are easy but lend a professional touch to the decorating.

This molding and the shaping give the Santy a 3-dimensional, life-like look. So realistic, Santy seems to be saying "Merry Christmas."

Included with each cutter is a new, easy recipe which makes an extra delicious sugar cookie. Also use as holiday place cards and ornaments for your tree.

IF INTERESTED

To get JOLLY SANTY COOKIE CUTTER described, send your name, address and 30¢ with your order to the FOUR MCB'S BOX 4246-W, Tulsa, Oklahoma. There is no charge for postage.

Jolly Santy cutter is red which doubles its attractiveness for you to give for Christmas.

These Santy cookies themselves suggest a most desirable and welcome gift to be made and given one to each member of a family.

Why it's so refreshing to chew Wrigley's Spearmint Gum —

The bit of satisfying sweet in that lively Wrigley's Spearmint flavor Gum helps give you a little lift and the chewing helps ease tension.



Halverson Typing Table Puts Modesty in Classroom and Office

To modestly conceal the typist's legs in classrooms or offices, a new desk-style individual typing stand has been designed and is now being marketed by Halverson Specialty Sales, Chicago.

Added comfort provided by the modern wrap-around styling permits easier learning and improved typing performance. The table measures 29½ inches in width and is 20 full inches in depth. Other quality features include 16-inch deep pull-out drawer, convenient 12 x 13-inch pull-out shelf and individually adjustable legs to match student height requirements or compensate for uneven floors. Height is 25½-inches and adjusts to 27-inches.



Front View

Specially priced for schools at \$27.50 F.O.B. Chicago, the typing stand is made of heavy gauge all-steel welded construction and is finished in liquid-resistant Gray Hammerloid baked enamel. The table is sturdily built to withstand daily pounding and student abuse, the maker states. Shipped set up and ready to use, each unit comes complete with a rubber "Non-skid" typewriter pad.

For complete information write to Halverson Specialty Sales, 886 N. Milwaukee Avenue, Chicago 22, Illinois.

SS&E 18

Ready-to-Use Paint Kit

Binney & Smith, "the Crayola makers," have produced what they believe to be

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XUM

EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

LEARNING THE LITURGY THROUGH MUSIC

THE READERS OF *Musart*, OFFICIAL ORGAN of the National Catholic Music Educators Association (NCM-EA), expect this periodical to offer ideas and experiences that will help the music teachers of the school in their work. *Musart* does not disappoint them. In the September-October 1955 issue, Sister M. Joselma, O.S.F., of Alverno College, Milwaukee, presents a sprightly article on "Introducing Liturgical Music To Primary Children." She tells teachers that they must not fear to indoctrinate children in the impressionable years of childhood.

Pius XII declares that "the Christian community is in duty bound to participate in the liturgical rites according to their station." Primary grade children are a part, and a very important part, of the Christian community. We must strive to make them active participants in the liturgy in accord with their capacity.

Music is a very effective means in forming the young as liturgical participants. Much is now done in our Catholic schools in the field of liturgical music for children of the intermediate and upper grades but we have seemingly neglected our primary children. Sister Joselma does not advocate any strict teaching of liturgical forms; she calls for the building up of love and appreciation of the beauty and simplicity of liturgical music through an active participation in it. Primary teachers consider it their duty to give their young charges some grasp of the meaning of the Mass. In this, liturgical music is a medium that must not be neglected. One ingenious Sister musician took the English translation of the *Kyrie* and composed for her young children a simple melody patterned on one of the Gregorian modes. This enlisted the interest of the children at once. Many musicians offered their help in composing other liturgical melodies to meet the demand of the pupils.

The ingenuity of the gifted teacher shows itself in the many suggestions that the author makes in carrying the experiment further. Fundamentally, all the accepted principles and techniques for teaching any music must be followed. With the liturgical year as the basis of a music curriculum, the teacher can unlock the treasure of liturgical song for our children.

THE TEACHER MUST HAVE HEALTH

EVERY TEACHER SHOULD GIVE EAR TO CERTAIN WORDS OF Carlyle. This famous writer tells us that ill health, of body or of mind, is defeat. He goes on to say: "Let all men, if they can manage it, contrive to be healthy." Good health, continuing good health, is fundamental to teach-

ing at its best. Teaching is exacting work and constitutes a definite drain on the vitality of every conscientious teacher. Many young teachers, bubbling over with health and enthusiasm, give little thought to their bodily condition.

Teaching Sisters are fortunate in having the guidance of an experienced superior who will gently insist that they take proper care of their health of mind and body. Sound health is indispensable to the full performance of almost every duty, and the prime requisite for the performance of all the labors of life. We know that some of the saints made of chronic sickness or physical disability a spur to great achievement, but ordinarily illness of any kind is a great handicap in any serious work of mind or body.

Teachers are expected to be vital, healthy, interesting persons in their own right. Without good health they can have no zest in their work, nor the emotional balance and the efficiency that are vital to their success in the intimately personal relation of teaching. The vigor and the enthusiasm of a capable teacher bring with them as a natural reaction the learning and the growing of the children who are under his guidance. Vigorous health is not the only requisite to effective teaching. Some teachers in poor health do better work than their more robust associates, but it remains true that a fine balance of physical power gives every individual greater efficiency.

Absence of the teacher from his post for any reason puts a handicap upon his students. With the aid of the plan book, the substitute can make reasonable progress, but it is too much to expect that the substitute will do as effective work as the regular teacher. The convalescing teacher is eager to get back to work—his work, which he can do better than any substitute. The longer he remains away, the greater becomes the gap in the continuity of his classwork, and the harder the task of both teacher and pupils to measure up to the requirements of the course of study.

Physical health is only the foundation or starting point for a teacher. A definition of health will make this clear. Health is a state of well-being, a condition of body and mind favorable to the activities of life, with maximum resistance to disease, and with ability to recuperate from diseases and accidents that may occur. We have conceded that physical fitness is not always essential to that which is finest in mind, personality, and character. Great men and women of history have in spite of chronic sickness and physical handicaps accomplished work that merits the honor of their fellow men. The teacher sets

himself a career with definite aims, and he labors to achieve these aims in spite of all difficulties. His general purpose involves a resolve to keep fit. The success of others in spite of sickness does not constitute a defense of physical unfitness. The teacher knows that he will do his best work when he enjoys good health—mental, emotional, moral, and social, as well as physical health. The ideal of health is the realization of the highest possibilities of the individual.

The Sister principal has a much closer relationship, that of spiritual motherhood, with her teachers than the secular principal has with his staff. She will see to it that each of her spiritual daughters is physically fit, able to give the best possible service to the Master whom she serves. She will remind every daughter that this physical fitness is to be maintained by reasonable care on her part. She will not assign to any of her daughters tasks that demand more time than is available during the regular school day. In her solicitude for the health of all, she will assign to each plenty of time for wholesome recreation.

In the life of every teacher there should be some mind-absorbing pursuits, some extra-school avocations that distract the mind from the rigors of the school day. The religious life does not give space to secular social engagements, and there is little opportunity to attend a symphony concert, a theatre, or a lecture. But there is scope for the pursuit of a hobby that affords distraction from the routine of daily tasks, and the community life of religious teachers has a unique advantage in the opportunities it affords for edifying friendship and stimulating contact with minds that share a common purpose, the spread of the kingdom of God upon earth.

In American convent life the demands of household chores on every individual are an answer to the need that every teacher has for a certain amount of physical exercise. We cannot demand a given amount of exercise for every teacher; standards will differ according to the age and the physical condition of each individual. While all teachers should get into the open air and take such exercise as seems beneficial, it should be remembered that the exercise of standing is very fatiguing, and the expenditure of nervous energy during a day's work in school may leave, in many persons, little residue for active muscular exertion. It is easily possible to go to extremes in the matter of exercise; when physical activity ceases to be pleasurable and mind-absorbing, it may result in harm. A quiet walk in the company of a kindred spirit is often more beneficial exercise than active muscular exertion.

During vacations the teacher should shed his school-work as he would a coat, and turn his attention to his hobbies, to travel, or to whatever duties of another nature devolve upon him. It is a mistake to spend a vacation in activities that wear him out and unfit him to take up again the arduous duties of the classroom. We know, of course, that necessity knows no law, but it is to be regretted that teaching Sisters must spend so great a part of assigned vacation periods in in-service training. All definitions of the word "vacation" indicate that it is

meant to be a time of respite, an intermission or rest, a holiday, a period for rest and recreation.

Is it too much to ask that the books and the usual mental activities of a teacher be put aside for the time being, and that he devote himself to achieving a renewal of physical vigor, to building up a favorable balance of health before returning to his routine duties?

The average burden of the school day is a severe drain upon the vitality of many teachers. It is difficult for them to maintain the balance of physical power that is called for in the daily handling of pupils. It is essential to good work that the teacher's load be adapted to his capacity.

We can picture no set of circumstances that justify pushing a human organism to the point of exhaustion. Even a machine which is loaded too heavily soon wears out; nature itself rebels against the overtaxing of dumb animals. Work which is only slightly beyond an individual's capacity may mean nothing more than inferior results, but a marked overload may entail utter failure and a nervous breakdown.

The preservation of the teacher's health requires that he know and employ proper hygienic measures against the dangers of infection that are inevitable from close contact with the unselected group of children that he meets daily in the classroom. He must also spend much time and effort in teaching the pupils to protect themselves against infection from their fellows, not only because he thus contributes to the health and vigor of the pupils themselves, but also because all absences of pupils due to illness will complicate his task of teaching and increase his teaching load.

There is a definite relation between the size of the class and the energy demands upon the teacher. It may be true that the average pupil's mastery of subject matter is affected very little by his being in a room with twenty others or with a thousand others, but we must respect the norms of class size that are the result of combined judgment and experience. It is just as imprudent to increase class size unduly beyond these norms as to demand of the teacher a seven-hour day instead of the conventional five-hour day. Larger classes nearly always mean the overcrowding of classrooms, higher room temperatures, more noise, and more individual wants to be served. These are fatigue factors of the highest magnitude. To transgress accepted norms of class size is to place the health of the sturdiest teacher in jeopardy.

The school must give marked attention to improving the conditions under which teachers work. It sounds utopian to say that no teacher should work more than two hours without rest, and that every teacher should have some light food about the middle of the forenoon and the afternoon sessions, to say nothing of a siesta at the noon intermission. These revolutionary procedures are advocated by sane writers on education, writers who wish to keep the teachers' effectiveness at the highest point, mentally and physically. They look upon teacher health as more than the mere absence of sickness; it is something positive—"a fine and delicate unity of body and mind adjusted to a way of life."

By RT. REV. MSGR. CARL J. RYAN, Ph.D.

Superintendent of Schools, 5418 Moeller Ave., Cincinnati 12, O.

SCIENCE in the Elementary School

THE CATHOLIC TEXTBOOK DIVISION OF DOUBLEDAY and Company proposes to issue a series of publications which it calls Disputed Questions in Education. One statement reads: "Moreover, in keeping with the spirit of the medieval practice, each discussion in the present collection is intended to be a critical analysis of some important current problem and submit the findings to the judgment of other educators."

The third and fourth articles in this series are published in one booklet of 47 pages. The first article is by Etienne Gilson, "The Role of Science in Catholic Education." The second is by Sister Marie Clare, Ph.D., of St. Joseph College, West Hartford, Conn., "The Teaching of Science in The Catholic Elementary School." This second article gives reasons for teaching science in the Catholic elementary school, the objectives of such a course, and a suggestion of subject matter that might be taught. Since Prof. Gilson is not concerned with the actual grade placement of science in Catholic schools, while Sister Marie Clare deals with science in grades four to eight, inclusive, I shall be concerned only with the article by Sister Marie Clare.

Formal Teaching of Science

I should like to take the position that the *formal* teaching of science does not belong in the elementary school. This immediately calls for an explanation of two points. The first is, what is meant by the *formal* teaching of science? This is answered by Sister Marie Clare (p. 43) in explaining what examinations should test: Examinations in science should be designed to test (1) General Information. The knowledge of some facts and the definitions of scientific terms must precede the understanding of their relationships to one another. (2) Applications of Principles. This includes the ability to classify things according to their characteristics and to make simple predictions about their behaviour. (3) Understanding the Scientific Method. Questions should be so formulated that the answer involves the use of critical judgment. . . . In other words, the *formal* teaching of science means that a certain amount of subject matter is allocated for a given grade, and the pupils are held responsible for mastering it. The main objective of the teacher is to see that the pupils acquire whatever is considered to be the objectives of the teaching of science.

The second point to be clarified is, what is meant by an elementary school? By elementary school is meant

grades one through six. The basis of my argument is the difference in the *functional* concept of elementary and secondary education. This will require some explanation.

Vertical Organization

If we consider the vertical organization of education in this country, we find that it is divided into four different levels, elementary school, high school, college, and post college work, which may be graduate study or professional work. For the purpose of discussion we are concerned only with the first two phases, the elementary and the secondary school. The elementary school may be either an eight or six grade school. The high school may be a four year school, a six year, or two units of three years each. This difference in organization is a matter of *administration*.

Primary Function of Elementary School

When it comes to the question of *function* there is just about unanimous agreement among educators as to the *function* of both the elementary school and the secondary school. The *primary function* of the elementary school is to teach the skills of learning; that of the secondary school general education. That some schools are organized on the junior high school basis is a recognition of the fact that children are entering, or should enter, a new phase of their education. There is again pretty well common agreement that the average child in six years can secure a command of the tools of learning—reading, writing, and arithmetic—sufficient to begin the second step in his education, which is general education. Hence, from the functional point of view, the elementary school consists of grades one through six, and its main function is to impart the tools of learning.

Does this mean that the only subjects to be taught in the elementary school are reading, writing, and arithmetic? No, common practice includes other subjects. On what grounds can they be justified? Religion in our Catholic schools certainly has a place, since from the very beginning the child must be taught the reason for his existence and the way to attain his ultimate purpose in life. Music and art serve to develop the aesthetic faculties, and have a place at all levels. Health education, too, can be justified. The purpose of health education in the elementary school is to give the child some practical information on health practices which will enable it to develop a strong healthy body. At this level the purpose

is not to give the child a scientific understanding of the relations between food, for example, and health. This belongs to general education. Since literature is so intimately bound up with reading, and so much literature has been written especially for children, it, too, can be justified.

Subjects That Do Not Belong

What about geography, history and science? It is my contention that these subjects, *as such*, do not belong in the elementary school. Since this article is dealing with science, I shall confine my arguments to science, although they apply equally well to geography and history. Again let me repeat, by elementary education I mean grades one to six, inclusive; by secondary education, grades seven through twelve, even though grades seven and eight may be in the same school as the first six grades. Again let me repeat that the function of the elementary school, in the academic order, is to provide the child with the tools of learning; the function of the secondary school is intellectual development through what we call general education. Now it seems perfectly clear to me that the formal study of science is a part of one's general education and should be begun not earlier than grade seven.

Incidental to Reading

Does this mean that the child has no contact with science or nature study prior to the seventh grade, or that science readers have no place in the elementary school? Not at all. Science readers can well be used in the elementary school, but they should be used as *readers* not as science textbooks. So far as science is concerned, the job of the elementary school teacher is to get the pupil ready to read the textbooks he will use when he begins the formal study of science. Science readers can well serve this purpose. It is quite obvious that if the teacher is to take a class of children through a science reader, there are times when the teacher will have to depart from the text and put the children in contact with the world of reality. Perhaps some simple experiments will be worked. Naturally this will give the children some knowledge of scientific facts, even principles, but it is all incidental to the problem of *reading*.

Let me make clear by an illustration what I mean. I have before me Book Four of the *Wonderland of Science* series. The third chapter deals with electricity. A number of simple experiments are described and illustrated. They can easily be done in the classroom. Now if the teacher's primary objective is to teach science as *such*, she could dispense with the textbook. She could perform the experiments or have the children do so, discuss the facts and draw the proper conclusions. The children could end up by having a good knowledge of the subject as presented, and yet, at least some of them, might not be able to read the description of the experiments as presented in the text. The point I am making is that the primary function of the teacher at this level is to see that the children can read the textbooks intelligently, can carry out the experiments because they can

follow the directions as given. Whatever they learn about science is incidental to learning to read.

Dullness? Not At All

Now it may be thought that this will result in a very dull school day with an excessive amount of time devoted to reading, which would be distasteful to children. Actually, the children need not know the difference. The difference is in the mind of the teacher. The teacher knows she is not under pressure to cover any specified amount of subject matter. The children may be greatly interested in the experiments, or observations of nature, etc. But the teacher will always make sure that their observations and experiments are an outgrowth of reading, not independent of it.

Twenty-five years ago the functional concept of the elementary school was clearly kept in mind. Reavis, Pierce, and Stullken, in *The Elementary School*, first published in 1931 and revised in 1938, write:

The first function of the elementary school is the direction of the child in the acquisition of the fundamental abilities and skills basic to formal learning. For example, it should seek to direct the acquisition of the ability to read so that the child can comprehend the thought of the printed page without having to decipher the mechanical elements of the word symbols; to use the common number of concepts with facility; and to express his ideas through the use of oral and written speech without dividing his attention between the thought and the mechanical media of expression. The child does not emerge from the elementary period of learning until the powers described have been attained. If the elementary school sends its products into the secondary school without having developed the tools of learning, it has failed to discharge its major function.*

The authors then point out other functions of the elementary school, such as the socialization of the pupil, training in the worthy use of leisure time, and proper physical development.

Often Forget Fundamental Purpose

In recent years the increased emphasis on these latter aims has tended to expand the content of the elementary school curriculum and make us forget the fundamental purpose of the elementary school. Furthermore, since drill work in the fundamentals was supposed to rest on the faculty theory of learning, reaction against the latter tended to diminish emphasis on the formal content of the elementary schools (the three R's) and increase the emphasis on subject matter which *as such* really belongs to secondary education.

We are all familiar with the complaints about reading. I suspect, although I cannot prove it, that part of our trouble is that we have put so much emphasis on content subjects in the intermediate grades that formal

(Continued on page 179)

*Reavis, Pierce, and Stullken, *The Elementary School*, pp. 14-15. Copyright 1931, 1938. University of Chicago Press. Quoted with Permission.

By **SISTER MARY J. IMMACULATA, C.S.M.**

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Promise of HIS ETERNAL GIFT*

PUPIL: Dear parents and friends, we welcome you to our classroom and we hope that you will enjoy our play.*

(Gloria meets the Christmas Spirit of Love. Offstage in class dressing room.)

GLORIA: (heard crying softly) What is Christmas?

SPIRIT: Who are you, my little one?

GLORIA: My name is Gloria. I ran away from home because I want to know, what is Christmas? Can you tell me? Please do.

SPIRIT: Do not be afraid. I am here to help you. I am on my way to Saint Joseph School. All the children there know the true meaning of Christmas and how it came. Let us visit the first graders because they are tiny, just like you, Gloria. They must not know that we are here. Come quickly, Gloria, let us hide behind their crib. Listen and learn, "What is Christmas?"

(The Christmas Spirit of Love and Gloria hide behind the crib. The Christmas story is told.)

FIRST CHILD: God created our first parents. After Adam and Eve disobeyed God, He closed the gates of Heaven. He knew Adam and Eve were very sorry, so He promised them that He would send Someone to open the gates. They had to work hard and suffer very much for their sins. After four thousand years, God, our Father, looked down upon earth and saw a beautiful girl kneeling in prayer, whose soul was filled with sanctifying grace. God called the Angel Gabriel and said, "Fly down to Nazareth to Mary and ask her if she will be my mother."

Fear Not, Mary

SECOND CHILD: When the Angel entered Mary's room heavenly light glowed everywhere, and she was frightened.

The Angel Gabriel said, "Fear not, Mary, thou hast found grace with God. He wishes to know if you will be His mother."

Mary bowed her head saying, "Anything God wants me to do I am ready to do." At that moment the Word was made Flesh. Lo! Mary is the mother of Baby Jesus.

Gabriel joyously greeted her: "Hail Mary, full of grace, the Lord is with thee."

He returned to God and Mary kept God's secret in her heart.

THIRD CHILD: The Angel Gabriel told Mary that her cousin Elizabeth needed her help. Mary decided to go

to Elizabeth. Immediately, she made her request known to Joseph, who gladly granted it. He regretted that he could not go with her as he had much work to do. Mary thanked Joseph. Then she went in haste into the country to the city of Juda.

Sang Her Canticle

FOURTH CHILD: When Elizabeth saw Mary coming, hastening to greet her, she fell on her knees saying, "Blessed art thou among women, and blessed is the Fruit of thy womb." Mary understood that Elizabeth knew her secret, so she sang her beautiful canticle, "My soul doth magnify the Lord!"

Mary remained with Elizabeth for three months.

FIFTH CHILD: At this time there lived a Roman emperor named Augustus Caesar. One day he decided that he wanted to know how many people he ruled. Calling his head soldier, he gave this order: "Tell all the soldiers to go everywhere in my empire and order the people to go to the city or town in which they were born, and to write their names in a book. I want to know how many people I rule."

SIXTH CHILD: One of the soldiers came to Joseph's shop and said, "Joseph, Caesar Augustus sends word that you and Mary must go to Bethlehem to be enrolled. I know you will have difficulty in traveling at this season as some of the days will be cold and stormy."

SEVENTH CHILD: At noon when Joseph came home from work, he looked very tired and sad. "Joseph, are you sick?" inquired Mary. Joseph said, "No, Mary. Augustus Caesar orders us to go to Bethlehem to be enrolled." Mary replied, "Joseph, we will obey the emperor. Do not worry. God will take care of us." Mary

*This is a play for Christmas. The story unfolds as Gloria, a precocious child of five, becomes conscious of the excitement in her home about Christmas, and ardently desires to learn the meaning of this great feast. Unfortunately, her parents are too deeply engrossed in social life and material gifts to solve her problem. Gloria is determined to know, and she leaves her worldly home with this desire uppermost in her mind. Presently, she meets the Christmas Spirit of Love, and they enter a first grade classroom where the children have learned the story of the coming of the Christ Child.

Meanwhile, her parents are grief-stricken over the loss of their beloved child. In prayer they turn to the Christ Child for comfort and help. Soon Gloria appears, radiantly joyous as she bounds into the arms of her sorrowing mother. Momie, I know what Christmas means! Come with me tomorrow morning to Mass at Saint Joseph's Cathedral and I will show you that Christmas is Jesus' birthday.

The next morning a happy family kneels in silent love and adoration at the crib, where Baby Jesus smiles upon them. All that is necessary for this playette is a classroom, a class of small children, and a crib.

put their home in order and Joseph fixed his shop. Then he put Mary on the donkey and they started off on that long, weary journey.

No Room in the Inn

EIGHTH CHILD: It was night when they reached Bethlehem. It was very cold and dark. Joseph went to the inn and said to the keeper, "May we have one small room for the night?" The innkeeper looked at Joseph and knew that he was poor, so he said, "No, we have no room for you." With tears in his eyes, Joseph went from house to house pleading for Mary, but everyone said, "No, there is no room for you."

NINTH CHILD: Just then a man came along who had a kind heart. He said, "I am sorry that no one will give you a room. There is an open stable over on the hillside. Do go there just for the night and be protected from the cold and wind." Joseph thanked him and found the cave. There were some animals there. In their dumb language they seemed to say, "Come in." Joseph made the stable as comfortable as possible and fixed a pile of sweet hay for Mary to rest upon.

(Chorus: *Sanctus, Sanctus, Sanctus*)

TENTH CHILD: It was midnight. The stars were brightly shining. Lo! the heavens opened and the whole stable was filled with heavenly light and the sweetest music floated on the air as the angels sang, "Glory to God in the highest and peace on earth to men of good will." In Mary's arms lay sweet Baby Jesus, God's only Son.

(Class sings *Silent Night*.)

ELEVENTH CHILD: Some shepherds were on the hillside watching their sheep. They saw the heavens open and saw a multitude of angels and heard their song. They were frightened and fell on the ground in fear.

One of the angels came near and said, "Arise, do not be frightened. We bring you great news. Over in a stable on the hillside, the Saviour of the world is born—the Promised One—and you will find Baby Jesus lying in a manger wrapped in swaddling clothes."

The Shepherds Obeyed

TWELFTH CHILD: The shepherds obeyed. "Let us make haste and be off." They left all to find the Saviour. Some little boys were helping their Dad that night. One little boy said, "Dad, please may I give Baby Jesus my little lamb?"

"Yes, my son, I am happy that you are so generous. Try to think of others first, then you will always be happy. I'll carry your lamb for you over to the stable."

THIRTEENTH CHILD: Over the hills the shepherds ran. When they reached the stable looking in they saw sweet Baby Jesus just as the angels had told them. They saw His mother and Saint Joseph, too.

FOURTEENTH CHILD: Baby Jesus smiled at the shepherds, also at the little boy who gave Him His first Christmas gift. The little lamb ran over to the manger and seemed to say, "I'll keep You warm, Baby Jesus." The shepherds adored, making acts of love and thanksgiving to God.

Act of Consecration

(Class recites *Act of Consecration*: Sweet Baby Jesus, I consecrate myself, my parents, and friends to Your Sacred Heart. Please bless us and keep up always close to You. Amen.)

FIFTEENTH CHILD: Our Blessed Mother held her Divine Babe. He raised His little hand and blessed each of the shepherds and the little boys. These good men were the first visitors to see our Saviour.

(Class sings lullabye, *Go to Sleep*.)

SIXTEENTH CHILD: The shepherds hurried home telling their wives about Baby Jesus. These good women were soon on their way with many good things. They, too, wanted to help our dear Blessed Mother. Saint Joseph thanked these women for their kindness; and Baby Jesus smiled upon them, blessing them. They returned home filled with grace and love.

SEVENTEENTH CHILD: King Herod and all the rich people in Bethlehem did not know that Baby Jesus was born. However, over in the East lived three kings who saw a star of wondrous beauty, and it seemed to say to them, "Follow me!" These kings left everything and obeyed God's sign. They, too, after a long journey, reached Bethlehem.

After Christmas we shall learn about the three kings and their visit to God's only Son, sweet Baby Jesus.

Spirit of Christmas

(Scene takes place in classroom.)

GLORIA: Oh, I know who you are. You are the Christmas Spirit out to help others in trouble, are you not?

SPIRIT: Yes, I am, Gloria. God loves us when we help others and are kind to them.

GLORIA: Please take me to their crib and let me look at Baby Jesus. Please tell me again the true meaning of Christmas.

SPIRIT: Gloria, Christmas is the birthday of Jesus. The angels sang, "Glory to God in the highest and on earth peace to men of good will." Christmas is knowing how to love one another; if we really love we give our best to everyone because Jesus said, "What you do to others you do to Me."

GLORIA: Thank you, kind Spirit. I must run home and tell Momie and Dad.

SPIRIT: Yes, Gloria, invite your parents to go to Mass tomorrow, Christmas Day; and lead them to the feet of sweet Baby Jesus in His crib, telling them, "Here lies the true meaning of Christmas." Goodbye, Gloria.

(Scene in Gloria's home.)

GLORIA: Oh, Momie, I know what Christmas means! It is the birthday of Baby Jesus, who came down from heaven to help us to get there. Come to Mass with me tomorrow morning, please do! And I will show you what Christmas means.

(Scene in classroom.)

EIGHTEENTH CHILD: The next morning Gloria and her parents kneel at the crib, after Mass, in silent love, adoration, and thanksgiving.

THE ASSEMBLY Enriches the Curriculum

IN THE PROGRAM ON INTERCULTURAL EDUCATION, our diocesan handbook offers practical ways of promoting Christian social living in the schools. Among these, we find that good citizenship is developed by practicing its principles in cooperative activities in the classroom and in the school.

This article points out some of the educational advantages and socializing influences in the general all-school assembly, when it is used as a factor in enriching the curriculum.

Assembly, Town Meeting of the School

The successful school organizes its curriculum into a series of things to be done and offers a plentitude of opportunity for firsthand experience. It is the place where children are given the chance to live and act; they do, and thus their characters are formed. They discover their problems and under guidance of the teacher they solve them, and in doing so establish habits and attitudes for social living in a democracy. One of the most effective means of integrating the school program is the assembly. Modern educators have capitalized on its popularity by giving it an important place in the curriculum.

The assembly, properly integrated with regular instructional activities, fills a definite need in the educational program. Among those most frequently listed are:¹

1. To build school morale and unify the school.
2. To motivate and enrich classroom work.
3. To widen and broaden pupil interests.
4. To improve the use of leisure time.
5. To give training in proper audience habits.
6. To promote self-expression.
7. To recognize worthwhile achievements.
8. To develop a sensible patriotism.
9. To correlate school and community interests.

J. W. Baldwin adds to the list, several others which deserve attention as aims of the assembly.²

1. Discovers special interests and talents.
2. Stimulates more complete mastery of work.
3. Makes learning more enjoyable.
4. Trains in social virtues, such as leadership, co-operation, and responsibility.

5. Increases and enriches learning of the subject matter of the curriculum.

6. Provides a vehicle for community participation in the school program.

McKown lists twenty-three points for judging a successful assembly program.³ He adds that the main objective of the assembly is the education of the audience, rather than that of the performers.

From Activities of the Classroom

Assemblies should grow naturally from the activities of the classroom, usually as the culmination of a unit of work. They should not consume hours of time in preparation. Provision for pupil responsibility in planning and executing the work is essential to the value of the program. It is not to be a professional production but part of the class work. Such features as forums, panels, demonstrations, contests, dramatizations, and campaigns grow from class work. Subject matter offers unlimited material for interesting and successful assemblies.

A seventh grade group of boys planned and presented a series of science demonstrations at the end of their unit on electricity. As they worked in groups all pupils had a chance to participate either in the work, or in the discussion and explanation of the program. A sixth grade culminated a study of European geography, with a group of folk dances and songs; a brief introduction for each had been prepared in the English class, and they were read by pupils who had practiced in the auditorium after school. Here again, all pupils in the group were able to achieve satisfactorily.

Everyone Participates

Every pupil must be made responsible for some part of his group's activity, since one criteria of its value is "pupil response." When they do not take an active part, there is no growth nor development. As shown above, subject matter from several departments may be correlated to produce a successful program. The field is not restricted to social studies and language arts, but may include music, art, science, and others.

Integrating Factor

Besides culminating a classroom activity, an assembly is also an integrating factor for the entire school. Often

³ *Op. cit.*

¹ McKown, Harry C., *Activities in the Elementary School*, (New York: McGraw-Hill Book Co., 1938).

² Baldwin, J. W. *Integrating Assembly and Instruction*. 14th Yearbook. Elementary School Principals, N.E.A.

the individual student does not appreciate his relationship to the school as a whole, and therefore does not feel loyalty and pride in the school and its activities and traditions. The assembly unifies the thinking and acting of the teachers and students and unites them in a common cause.

Scheduling and Planning

At the beginning of the school year a program of assemblies should be set up under the cooperative planning of teacher and principal. It has been recommended that members of the student committee should participate in organizing and producing the program. However, in most schools the principal or a teacher appointed by him, may undertake the task. Scheduling should be flexible so as to allow for pupil needs and interests, and for unforeseen postponements and conflicts. Time limits are usually no longer than a regular class period, except for special programs. In some instances it would be better to have two sessions, rather than to prolong the period. In elementary schools where the self-contained classroom prevails, each teacher is usually assigned the responsibility of her own program. This is not considered the best practice, but it is most common. She may choose the type: recreational, educational, religious, or patriotic; and vary the method of presentation: dramatization, discussion, demonstration, motion pictures, or a lecture.

Inter-Class Groups Too

Groups or clubs, whose members are drawn from several classrooms, may effectively produce assembly programs. For example: A safety patrol composed of boys from grades 6, 7, and 8 planned and presented a safety court in which all members of the group took part. The captain took care of the rehearsals in the auditorium after school, and the patrol sponsor supervised and guided the production.

Give Publicity

As soon as the schedule is prepared, two copies should be sent to each teacher and sponsor. The school publicity committee should post on bulletin boards all notices of assemblies several days in advance. A list of general directions and suggestions regarding details of rehearsals, properties, costumes, lights, auditorium, and stage conduct should also be distributed and posted.

In order to motivate the various groups to do their best in presenting their project, a set of standards for the entire school should be prepared. Some competition should be encouraged. However, this should not necessitate hours of practice either in the classroom or in the auditorium. Discussion and planning are done during several regular English periods; music is prepared as part of the schedule. Art work, if it entails scenery or extra time, is done after class hours. Usually one or two rehearsals (a class period) will suffice for a smooth, well presented program if the preparation has been adequate. Each child must know definitely the part for which he is responsible. The success of the assembly

rests on the wholehearted participation and enthusiasm of all concerned, both actors and audience.

Divide Audience

It is sometimes advisable to divide an audience into three groups, as all may not be equally interested. A primary group would not gain from a forum or panel discussion on upper grade history or civics. And yet junior high would often be interested in a performance by the lower group. Often the only gain for a group might well be that of audience participation. To evaluate an assembly in pupil attitudes and appreciation, a short questionnaire could be distributed to the members of various groups. They might be passed to representative members of the audience, and checked during the next class discussion. Such questions as the following, are suggested.

1. Were you interested in the program?
2. Could you hear and understand the actors?
3. Did the actors know what to do, how to do it, and when to do it?
4. Was it well prepared?
5. Write briefly your general feeling of the assembly?

Types of Assemblies

The assembly program, like the home room and the club, is an activity which should be correlated with both curricular and extra-curricular activities in the school. The contributions are an important source of program material. Some schools have developed an auditorium period as a culminating class period for a unit of work; if it seems worthy of a place on the assembly program, it is arranged by the committee. No longer is it considered essential to a good program, that it be elaborately staged or costumed. Naturalness of setting and simplicity of presentation are more important. Atmosphere can be developed with simple but appropriate equipment: some furniture, a rug, a few chairs, plants. A stage committee can produce wonderful props with a little encouragement and no funds except a lively imagination. Children have learned much from the TV programs which they put to good use in producing a program. The possibilities are unlimited, if the class is awake. Pupils should be encouraged to make a permanent collection of stage equipment for school use.

Represent Many Phases

Assemblies may represent many phases of school life including topics of world and community interest. McKown lists over six hundred suitable for elementary school.⁴ Some of those which are conducive to promoting the Christian social living way of life are taken from that program. Religious pageants and tableaux, for seasonal feast days, may include children from all age groups. A mission movie and lecture by the Holy Childhood gives incentive to Catholic action.

Assembly may emphasize social studies as in reporting a field trip, giving a play, or summarizing a unit from

⁴ McKown, Harry C. *Activities in the Elementary School*. New York: McGraw-Hill, 1938.

the classroom; a history play from medieval life; a Pan-American fiesta, to promote good neighbors to the South; a panel discussion, with members dressed to represent the countries they speak for.

Demonstrations of actual scientific experiments stimulate students and arouse their interest in the study of science and observation of nature. Language arts is a feature of every assembly. In order to interest the audience, participants must speak well, and perform with ease. Programs may include dramatics, puppet shows, choral work, radio plays, and dramatic readings.

Music, Songs, Dancing

Music is often the central theme of an interesting assembly; it may be either vocal or instrumental, amateur or professional. It may be group singing just for fun, or to celebrate Stephen Foster's day, or to sing carols at Christmas. Recordings of folk songs, classical music, orchestral arrangements, and the opera will be enjoyed. A period of dancing will add zest to a dull day.

Plays demonstrating health and safety rules, or talks by the nurse, doctor, dentist, or a policeman present an opportunity to draw in members of the community. The members of the Junior Red Cross may give their final demonstration in assembly.

Patriotic assemblies on days of national importance serve to acquaint the children with the significance of each. Posts of the American Legion are most cooperative in helping the schools in any patriotic effort. The yearly awards to outstanding students in the eighth grades of our schools are an excellent example of their fine work.

Summary

"The child's learning is not restricted to the classroom instructions but embraces the totality of his experiences."⁵

The school assembly reflects the entire life of the school, and its curriculum. The experiences the pupil has at school develop his ability to think and act and are not confined to the school alone. In his life outside the school he reflects the inward spirit which he has developed by his participation in school assemblies, clubs, socials, committees, in the corridors and playgrounds. The school has fulfilled its function if it has provided the child with the opportunities to reach his eternal goal, and has guided him in his thinking.

Educational growth is measured by facts and skills, but it is more important that we measure it by worthwhile attitudes, appreciations, and interests. It is in the assembly that the Catholic educator will find one of the most effective means of furthering the growth of his pupils both in civic and moral virtue. He will indeed fulfill the directive of the recent council of bishops and prepare his charges to be citizens of two worlds.

⁵ O'Donnell, L. J. *Are Catholic Schools Progressive?* (St. Louis, Mo.: B. Herder Co., 1946).

Science in the Elementary School

(Continued from page 174)

instruction in reading drops off sharply after the third grade. As a result, we are now forced to go on teaching reading as a skill subject in high school and even in college. Perhaps part of our problem would be solved if we returned to a clearer concept of the function of the elementary school. This would mean, so far as the academic training of the child is concerned, to teach the skills of learning, to equip the child to begin the next step in his education, which is general education.

Allied Implications

The acceptance of this idea carries with it two implications. The first is that departmental teaching does not go below the seventh grade. The reason is clear. Departmentalized teaching is based on specialization in subject matter. Even though one teacher would be a teacher of reading, the others would be subject matter specialists, and naturally would teach their subjects as formal content subjects, and not as something incidental to reading.

The second implication is that there be no diocesan examinations apart from religion and the skill subjects. The reason is again obvious. When the teacher has to prepare her class for an examination set by outside authority, she is naturally under pressure to cover subject matter. On the other hand, when she is free to treat the subject primarily as reading, she is not under any pressure to cover any definite amount of subject matter. She can base her examination on whatever subject matter she has covered up to that time.

Influences to Scientific Career

To those who are familiar with the fact that Catholic schools have not turned out their share of scientists, it may seem that the reason is we do not start early enough in our teaching of science. There is available some information on this point. *The Journal of Higher Education*, May 1948, has an article entitled "Education of Leading Scientists." The article deals with the educational background of 2,607 scientists who have been listed in one or more editions of *American Men of Science* and have been picked out by their colleagues as especially distinguished in scientific research. In addition to the biographical data, 906 replies were received to a comprehensive questionnaire. The purpose of the study was to find out what conditions were conducive to their scientific achievement.

The study showed that the most influential factor was their college training (42.5%); next the high school (16.5%); other influences were father, mother, friends, post graduate teachers, wives, etc. The elementary school was not mentioned. Apparently then, elementary school training has little or no effect on the decision of persons to enter a scientific career.

OUR LADY OF THE SCHOOLS

IT HAS LONG BEEN TRADITIONAL IN CATHOLIC schools to place the education of students under the special patronage of the Blessed Virgin Mary. Many Catholic institutions of learning are named in her honor; few campuses and classrooms are without her statue or picture; prayers and devotions to her are an accepted part of the curriculum; pupils are encouraged to invoke her under such titles as "Seat of Wisdom," "Our Lady of Good Studies," and "Mother of Good Counsel."

From time to time it is good for Catholic teachers, not only to note the prevalence of these practices with complacent satisfaction, but also to inquire whether we are sufficiently conscious of their significance, or if, perhaps, they have become so routine that some of their original meaning has worn off. Certainly, they are more than mere expressions of our general devotion to the Blessed Virgin, more than a spontaneous overflowing of the Marian cult into the educational apostolate. They are, or should be, a recognition of the fact that our Lady, particularly by reason of her role as the teacher of Christ, is eminently qualified to direct the formation of youth.

Teacher of Christ

In Christian art, the Blessed Virgin is almost always portrayed with Christ as an infant or as a full-grown man. Rarely is she pictured with the boy Jesus as they lived together in the early years at Nazareth. These were, of course, the years of the hidden life, about which we know so little. We do see an occasional picture of the boy Jesus at work in Joseph's carpenter shop, and, if we pause to reflect on the scene, we are filled with awe at the thought of a humble craftsman teaching the Maker of the world how to fashion a crude plow or a simple piece of furniture. But is it not equally amazing to think of Mary explaining truth to Eternal Wisdom, extolling virtue to Divine Goodness, and forming the taste of the Author of all beauty? Yet, this was precisely Mary's task.

Became Like Us

If we accept the axiom of theology that, in assuming human nature, Christ became like unto us in all things save sin, we must accept the corollary that, like us, He submitted to the process of human education. There is mystery here, of course, as there is in all things pertaining to the Incarnation. It may help us to understand a little better if we remember that while, as God, Christ

knew all things and knew them perfectly in their inmost essences, yet He lacked that experimental knowledge which is peculiar to man, being the unique product of the interaction of the bodily senses and the cognitive power of the soul. This kind of knowledge He willed to gain as other men do, and it was Mary who guided Him in its acquisition.

Again, while Christ, as God, possessed all moral perfections to an infinite degree, there was a sense in which, as man, He needed to acquire those natural virtues which are peculiarly human, being rooted in bodily temperament and developed by the affective and volitional powers of the soul. These natural qualities Christ received from Mary, both by physical heredity and by education, so that it can truly be said that if, as God, He was like His Heavenly Father, as Man He resembled His mother.

Mary's Intellectual Endowments

For her sublime role as the teacher of Christ, Mary was, of course, most carefully prepared; for God never gives a vocation without bestowing the means required for its fulfillment. Hence, Archbishop Ullathorne declares:

If God endowed the mind of Moses for his office as the guide of His people, if He puts wisdom into Solomon for the sake of Israel, with what exquisite wisdom did He not endow the Mother of God for her far greater office toward Jesus. For Mary guided the ways of Jesus; she was the minister of the Father's will to His incarnate Son. . . . During the long time (that He lived with her at Nazareth) the word of Mary was the law of Jesus. During all that time she not only studied the life of Jesus, but she commanded His will and guided His action.¹

Specifically, what were some of these unique endowments of our Lady? We know, first of all, that she possessed the "highest, quickest, broadest, and most profound intellect," superior to that of any other human being and in no way clouded or obscured by the effects of original sin. Suarez and other theologians maintain that she received by divine infusion the plenitude of all the natural sciences, as far as they were needful for her to conduct herself always with prudence and to have a perfect understanding of Holy Scripture and the mysteries of faith. Her wisdom was so great, her judgment so sound, and her reason so good that never, according to the Doctors, did there exist a positive error in her judgment. She did not know everything,

it is true, but she always knew what was necessary for her to know.²

Full Appreciation Difficult

We must remember, too, that in addition to these natural and preternatural perfections, Mary was endowed, in proportion to her sanctity, with the gifts of the Holy Ghost. She possessed, therefore, to an exceptional degree, the supernatural gifts of wisdom, knowledge, understanding, and counsel. Ignorant, as we generally are, of the operation of these gifts in our own souls, it is difficult for us to appreciate fully what they meant for our Lady. They perfected her intellect in an extraordinary manner, giving her a special aptitude for acquiring divine knowledge and for evaluating correctly all human knowledge. Conferred on her at the very first moment of her conception, they increased every second of her life together with sanctifying grace. Is there any wonder that the Fathers and Doctors of the Church claim for her an integration of knowledge surpassing that of any philosopher or theologian who ever lived, greater, in fact, than that of all of them combined?

Her Moral Excellence

Our Lady's moral excellence was equally remarkable. Because of her Immaculate Conception, her will was unwaveringly set in the pursuit of the good, and responded perfectly to whatever her enlightened intellect pointed out as right and proper. She was, as we know, the paragon of all virtues. According to the Fathers, she received at her conception all perfections. Speaking on this subject, St. Thomas of Villanova says:

What can we say except that God gave to Mary all that a creature can possibly receive? As at the creation of the world God reunited in man all the wonders of the universe, so at the regeneration of the world, He enclosed in Mary the perfections of all the saints and of the whole Church. All that is remarkable in any saint, you will find in Mary.³

Finally, because of her eminent gifts of intellect and will, and because she was cast in such an exquisite and refined mould, the Blessed Virgin was perfectly attuned to everything that was fine and beautiful, so that the theologians tell us that she had the greatest possible aptitude for appreciating and realizing the beautiful in every order of being.

Different in Degree

Such, then—without presuming to penetrate into the more secret recesses of her soul—were some of the endowments which qualified Mary as the human teacher of Christ. Bearing them in mind, we can understand, to some extent at least, how she went about her sublime task of educating the boy Jesus. The process itself was different in degree, but not in kind, from that which takes place every day in our Catholic schools. Through Mary's clear and careful instruction, Christ as man came to apprehend truth; through her inspiring example, He was drawn to virtue; through her appreciative eyes and sensitive feelings, He viewed the beauties of

creation and saw that all things were good as they came from the hands of His Heavenly Father. Thus, under her careful tutelage, Jesus—as the Gospel records—advanced in wisdom and age and grace before God and man, thereby setting the pattern of Christian education for all future time.

Ideal of Human Perfection

When we look at the product of Mary's educational efforts, and compare the results of our own, we may well grow disheartened. So often our pupils seem to advance only in age, and virtually to stand still as far as wisdom and grace are concerned. Even after twelve or sixteen years of Catholic schooling, we are by no means sure that the intellects of our students are definitely set in the ways of truth, that their wills are fixed in the pursuit of good, that they have learned to seek consistently the finer things of life.

In the face of such discouragement, we must remember not only that as teachers we fall far short of our Lady's qualifications, but also that the subject of education that we have to deal with is not in fact, but only in potentiality, another Christ. The pupil whom we are so anxious to see transformed is not only Mary's son, but also a poor, banished child of Eve. As such, he is subject to all the sad consequences of original sin. He has an intellect that no longer unerringly seeks truth, a will that no longer inevitably pursues the good, and a nature that is easily drawn toward evil.

Difficulties a Challenge

We know, however, from Catholic teaching that original sin, while it deprived man of the preternatural gifts, did not destroy his original natural endowments. He still tends to what is true, what is good, and what is beautiful, although he now experiences considerable difficulty in attaining them. But this difficulty is precisely the challenge of Christian education. Once we understand the consequences of original sin, we know exactly what we must counteract, and our task as teachers becomes clear. Pope Pius XI, in his encyclical on education, outlines a definite program for us: "Disorderly inclinations," he says, "must be corrected, good tendencies encouraged and regulated from tender childhood, and above all the mind must be enlightened and the will strengthened by supernatural truth and by the means of grace, without which it is impossible to control evil impulses, impossible to attain to the full and complete perfection of education intended by the Church."⁴

Putting this program into somewhat broader terms, we may say that the aim of Christian education is to

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¹ Archbishop Ullathorne, *The Immaculate Conception of the Mother of God* (Westminster: Art & Boog Co., Ltd., 1905), p. 10.

² Cf. John Baptist Petitalot, *The Virgin Mother according to Theology* (London: St. Anselm's Society, 1889), pp. 286ff.

³ *Ibid.*, p. 47.

⁴ *Five Great Encyclicals* (New York: The Paulist Press, 1939), p. 54.

POETRY and Its Formative Value

POETRY, LIKE ANY ART, MAKES DEMANDS UPON US. More than any art except music, poetry requires that we come half way to meet it. It is approached only through a willingness to probe for the meaning of compact expressions, a willingness to wrestle with words seemingly out of order, and a willingness to look at the world and at life from what may be another's point of view. Faced with these obstacles, we, like our pupils, may sometimes ask ourselves: "Couldn't this all have been said in prose?"

A true poem paraphrased in prose loses much of its beauty and inspirational power, for the truth of its thought shines forth less clearly when its form is changed. If poets were forced to express their thoughts in prose, in all probability, some of the greatest poems in the world would not have been written. It is no less unfair to ask a poet to write in prose, than it is to ask an artist to take a photograph of a scene which he is willing to spend many hours painting.

Like a Nut to Be Cracked

In reading poetry, and above all, in teaching poetry, we have obstacles to overcome. Even a simple poem requires effort. It is not like an apple into which one can bite without the preliminaries of cutting and peeling; it is more like a walnut which has to be cracked. We must crack open the poem by intellectual and sympathetic effort, and its meaning must be extracted bit by bit.

What should we expect from a poem? It should give us the joy of finding in it three things: beauty, truth, and insight. Not all of these qualities will be found in equal proportion in every poem, but each will be there in some degree.

A great educator of our own day has said that "all legitimate paths of human effort lead to God. . . . God is Truth, Beauty, and Supreme Good; therefore, truth, beauty, and supreme good are the objects of moral and intellectual training."

In answer to the question, "What is beauty?" we usually offer the definition of St. Thomas: "Beauty is that which, on being seen, pleases." We are more apt to be pleased with concrete things than with abstractions, and it is the work of the poet to point out beauty to us so that we can recognize it and respond to it.

Poet Uses Various Devices

A poet has various devices for highlighting this beauty for us: imagery, rhyme, and rhythm. Here we shall consider only imagery. Verbal imagery is the

property not only of poets; in our everyday conversation we use it, perhaps we use it to make our meaning clear, or to drive home a point. The expressions "hard as nails" and "cold as ice," and even "the tea is so strong that the spoon will stand up straight in the cup" have lost much of their force through use; but the old Irish woman who said, "That's a lovely cup of tea; it's so strong you could trot a mouse on it!" has spoken with a vividness which a poet might well envy.

A poet uses similes, or expressed comparisons between two unlike things, to bring one of the two into sharper focus to our mind's eye. For example, the sight of oranges against dark green leaves was, to one poet suggestive of "golden lamps in a green night" (Andrew Marvell), and to another who saw fallen leaves being swept along by the wind of an autumn equinox they were "like ghosts from an enchanter fleeing" (Shelley), which comparison adds to the picture of blowing leaves, the ideas of speed and fear.

Metaphor, Stronger Figure of Speech

Another and more effective way of showing beauty is the use of metaphor, a stronger figure of speech than a simile because the "like" or "as" is omitted. The lines, "The road was a ribbon of moonlight" (Noyes), and the cry of the guilty Macbeth who called life

. . . a walking shadow; a poor player
Who struts and frets his hour upon the stage
And then is heard no more . . .
speak to us more forcibly than a simple comparison.

A poet can convey the beauty of the world about us most effectively perhaps, by the use of these two figures of speech which serve us so well in the first stanza of "A Christmas Carol" by Christina Rossetti.

In the bleak mid-winter
Frosty wind made moan,
Earth stood hard as iron,
Water like a stone,—
Snow had fallen, snow on snow
In the bleak mid-winter long ago.

Look for Truth

The second quality for which we look in poetry is truth. One of the most successful ways of pointing out a truth is the use of paradox. A paradox, despite the fact that it seems to be a contradiction, is, nevertheless, very true; and often conveys truth more clearly than an ordinary statement. One of the most beautiful of all paradoxes came from our Lord Himself:

"He who loses his life shall find it."

Tennyson puts these words on the tongue of a young knight who felt that his mother had spoiled him:

Good mother is bad mother unto me;

A worse were better.

Chesterton, too, made good use of paradox. "There was never anything so perilous or exciting as orthodoxy" he tells us. "It is sanity, and to be sane is more dramatic than to be mad."

With regard to the poem itself, we must ask that it speak truly of the relationships between God and man, man and man, and man and creatures. If a poem does not, and it need not, allude directly to these relationships, at least it may not present the false as true. Lines written in praise of a sinful act, those which present as good a selfish emotion, or those which have a triviality as their subject, are not true poetry.

Evil, But Not Made Attractive

This does not mean, however, that wickedness cannot be shown in a poem, provided that the evil is not made attractive. Although this point hardly ever arises in the case of poems for young children, it is illustrated in Robert Browning's "My Last Duchess." The poem is a dramatic monologue spoken by the Duke of Ferrara who is contemplating another marriage after having disposed of his light-hearted young wife who was not sufficiently grateful for his "gift of a nine hundred years old name." To tell her of his displeasure would be stooping, and he adds, "I choose never to stoop." It was easier to have her put out of the way. The Duke is an unpleasant person, yet his picture is beautifully true; true in that each detail fits into the whole; and true too, in that in Renaissance Italy many people put art and money above God and human relationships. Man was the center of the universe.

Quality of Insight

The third quality for which we look in poetry is insight, the awareness of people and things outside of ourselves. Insight makes us able to stand in another's place, and to estimate life with true values; it teaches through the deep thoughts that can arise from contact with the commonplace. In his poem "Stopping by Woods on a Snowy Evening," Robert Frost describes how he drew up his horse and sleigh in a section of woodland "to watch the woods fill up with snow." As we read this poem it is not hard to believe that by the last three lines the author means more than that his farmhouse is some distance down the road; everyone can say truly, and with a profound meaning,

But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

To say that we can find beauty, truth, and insight in poetry is not enough; other, and more vital questions arise: "Why should children be taught poetry?" "How will it help them?" "What is its value?" A contemporary

educator has told us that "it is necessary that teaching be directed not exclusively to the head, but to the heart, to the emotions, and to the taste." In the task of this three-fold formation poetry can be made to serve us; it is helpful too, in the formation of the intellect.

Intellectual Effort

Because of the difficulties inherent in its form, poetry offers an opportunity for intellectual effort. A child who is satisfied with a superficial reading, or even with a superficial memorization of a poem, will see herself at a disadvantage because of her lack of effort. After a poem has been presented to a class, the children can be introduced to the joy of careful reading by means of questions which they are to think over at home, and answer the next day. In many cases, it is true, the answers may be subjective, but a child trained to see that her answers for the next day's class are supported, or at least not contradicted by the text of the poem, is forming in herself a careful and a balanced judgment.

By this careful reading the children will have the joy of discovering aspects of the poem which have not been previously pointed out by the teacher. Andrew Lang, an anthologist of poems for children, and a poet himself, has said:

Poems written for . . . children rather appeal to the old whose childhood is for them a distant . . . world, as the man's life is to the child. . . . We make a mistake when we write down to the child; he understands far more than we give him credit for. The half-understanding of it too . . . is a great part of the child's pleasure in reading. He does not want everything explained.

Pleasure of the Unexpected

The pleasure of the unexplained in poetry is the joy of testing one's power to probe into a line, or that of after thinking that a poem has been understood, seeing its meaning come gradually clearer in the course of many readings.

Part of the task of the educator is the formation of the heart and the emotions. While poetry is neither the only nor the best way of effecting this formation, it can be a powerful means if it is properly utilized. It can serve a teacher in developing in her pupils an admiration for worthy deeds and right attitudes. Mother Janet Stuart, in speaking of the cultivation of the beautiful in children, explained that "it tended to make them thoughtful, not childish, awakened the true human element in them and made them grow up. 'It has been suggested that beauty gives to children what suffering gives to older people—something completed, accomplished in the best sense.'" What Mother Stuart has said of beauty can also be said of poetry through which beauty is expressed. Through poetry, which is very graphic, children can be brought into contact with people in very different positions from their own. It

cuts away at their isolation, and the unconscious unkindness of the very young; it teaches them to be responsive not only to external beauty, but also to every human need.

Eyes Opened

A child's eyes must be opened to the suffering about her, and to the needs of others. An example of a poem which may be used to this purpose is one about Meg Merrilies, an old gipsie woman. At first the poem seems to be only a glance at Meg as she might have been seen by the safe and snug cottagers whose houses lay along her path, but even excerpts reveal more if one searches for it.

Old Meg she was a gipsie,
And lived upon the Moors;
Her bed it was the brown heath turf,
Her house was out of doors.

...

Her brothers were the craggy hills,
Her sisters larchen trees,
Alone with her great family
She lived as she did please.

...

No breakfast had she many a morn,
No dinner many a noon,
And 'stead of supper she would stare
Full hard against the moon.

...

And with her fingers old and brown
She plaited mats o' rushes
To give them to the cottagers
She met among the bushes.

...

Old Meg was brave as Margaret Queen,
And tall as Amazon;
An old red blanket cloak she wore;
A chip hat had she on.
God rest her aged bones somewhere—
She died full long ago. (John Keats)

Once the children can see Meg as she is in the last stanza, wrapped in a red blanket cloak, tall and gaunt, with her hands and face brown from contact with the out of doors, we may ask them to discover something else about her. She was brave, "as brave as Margaret Queen"; in comparing her bravery with that of a queen, the author implies that she had other qualities in common with royalty. Was Meg, in any sense, a queen in her own right. Was her life hard? Unhappy? Full? Lonely? What made it so? What can we learn about her just from the lines which say that she

... plaited mats o' rushes
To give them to the cottagers
She met among the bushes.

Use in a Similar Manner

Another poem which can be used in a similar manner is William Blake's "Little Black Boy".

My mother bore me in a southern wild

And I am black, but O my soul is white!
White as an angel is the English child,
But I am black as if bereaved of light.

His mother tells the little black boy that God lives where the sun shines from the sky, and goes on to explain:

And we are put on earth a little space
That we may learn to bear the beams of love,
And these black bodies and this sunburnt face
Are but a cloud and like a shady grove.

...

Thus did my mother say and kissed me,
And thus I say to little English boy.
When I from black, and he from white² cloud free,
And round the tent of God like lambs we joy,

I'll shade him from the heat till he can bear
To lean in joy upon our Father's knee;
And then I'll stand and stroke his silver hair,
And be like him, and he will then love me.

There are several ways in which the relationship between the little black boy and the English child can be pointed out. There is no envy or bitterness in the statement that the English boy is "white as an angel . . . but I am black" The attitude of protective affection on the part of the black boy can be seen in the lines in which he says,

I'll shade him from the sun till he can bear
To lean in joy upon our Father's knee;

Part of heaven for the little black boy is the feeling of kinship with the English child; he will "be like him, and he will then love me." Why, we may ask, does the little black boy have to wait for heaven for the love of the blond English child? What might have been the mother's reason for directing her child's thoughts toward heaven? Even with children, no moral has to be driven home.

Taste, A Form of Judgment

"Taste, like tact," we have been told, "is a form of judgment. It is innate; it is not acquired by habit, but can become more and more refined by culture." In poetry as in art, the best means of forming taste is to present to the child only good poems, and to prevent her—as far as possible—from reading or learning which are in poor taste, or unhealthfully sentimental. A poem which illustrates this point is entitled "A Boy and His Stomach,"² starting: What's the matter, stummick? Ain't I always been your friend? Ain't I always been a pardner to you?

An adult may, or may not smile at it; but it is neither true, nor beautiful, nor productive of insight. The truth is not there, because although a small boy may talk to his dog, or even to his bicycle, it is highly improbable that he would speak to a bodily organ as if it were a "pardner." The whole poem rings false; it is grotesque

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² Edgar Guest, *Rhymes of Childhood* (Chicago: Reilly & Lee Co., 1924)

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Conditioning Children to

THE APPRECIATION OF LITERATURE

IN AN ARTICLE ENTITLED, "The Future of American Reading," Father Gardiner, S.J.,¹ presents several thought-provoking and challenging statements. Summarized, they are these: American college graduates have not learned the how and the why of reading, despite the fact that their mechanical performances rate ten times higher than those of a previous generation. Only 39 per cent of college graduates read a book at all after graduation, when the compulsion of credit is no longer upon them.

More Pertinent, More Compelling

The final challenge is even more pertinent, more compelling, to those of us concerned with the education of youth on all levels and ages. He presents this in the form of questions: What are educators doing to provide that atmosphere conducive to fruitful reading; and, if education is for life, what are Catholic educators doing to plant the desire for and the recognition of the need for thoughtful, intelligent reading in the student's life?

These are pertinent statements, and in our serious surveys of ourselves, we might very easily wonder how soon the cataclysm of the "lone reader" will fall upon the generation of men.

Not All with Same Enthusiasms

It is not my purpose here to discuss the reading habits of college students; I am too painfully aware of their lack of understanding of the reading process. But I also know from my experience with them how eagerly they grasp for "the how to read with that sense of intimacy with another mind" when the door of the spirit is opened to them. Not all can and do read in the same field with the same enthusiasms. Age, environment, training, teachers' and parents' encouragement and enthusiasms will modify the reading tastes of children; but taste for the better things is developed by contact with good material in the child's earliest environment. Yet I do not hold, as do many child psychologists, that the child's reading habits have become formed by the time he has reached the age of ten; and that the comic-craze has no antidote for those who have become obsessed with comics.

Among children, as among adults, there will always

¹Rev. Harold C. Gardner, S. J., "The Future of American Reading," *America*, Jan. 30, 1954.

be those whose major interests are cokes, cakes and candy; it is a natural characteristic of childhood; yet we are doing the child a grave injustice if we leave him with those interests only. Neither is preoccupation with the ephemera of life a particular weakness of our own age; it must have been so in time past; for, an old proverb runs thus: "If I had two biscuits, I should sell one and buy white hyacinths to feed my soul," and we have its Christian counterpart in our Lord's words: "Be not solicitous . . ."

Re-direction on Earliest Level

Yet when the interest in "scrabble" among adult readers has reached so over-powering a majority as 61 per cent, it is time we are concerned in beginning a re-direction on the earliest possible level—when the child first begins his reading experiences.

But the question may arise: "Why read at all, when information can be obtained much more quickly, and it seems, less painfully, by other means?" It is not alone the amassing of information that is the objective of reading. Facts are worthy end-products of reading when they can be and are translated into great thinking and such living as will arise from great thinking. The mind has extra-sensory life, and reading of worthwhile matter serves to keep it alive and alert, to stir its thinking mechanisms into fruitful living. We learn to think by thinking; thought development is as imperative as is any other kind of development. The thought process is the most sublime natural gift of the Creator to his creature.

Having Spark of Greatness

If then we are concerned that the future 61 per cent of college graduates do not become bogged down in the "educational wastelands" of trivialities, we must begin early in the mental activity of the child to condition him to those subjects which will stimulate to great thinking in the future, to such reading as is consistent with his heritage, that of a thinking human being. In this, as in every other area of growth, the best is none too good for him. This does not mean to imply that we should begin with the sublime and the profound subjects of literature. But what we do present should have within it a spark of greatness, a seed of thought; simple, but not

mediocre; understandable, but not over-simplified and commonplace. To be fruitful, the child's reading must "have loveliness to sell," and the selling process implies the giving of something for those things he acquires; this is evaluation; this is appreciation.

Understanding, Basis of Appreciation

It is obvious that appreciation of literature cannot be taught, but the mind of the young reader can be conditioned to such concepts as will enable him to catch the beauty of form, rhythm, imagery, the values found in a literary work. There need not arise from this reading any expression of exuberant emotion; in fact, the basis of appreciation is understanding, not emotional effervescence, mere expressions of oh's and ah's do not constitute appreciation. Appreciation concerns itself with the nature of ideas; how well these are stated; what they mean in a sensory and extra-sensory world.

Makes Two Simple Demands on Teachers

Conditioning the young reader to this appreciation process makes two very simple demands on us as teachers: the first, that we choose a selection with some merit of greatness, something upon which the thought processes can operate; the second, that we ourselves have understanding of and love for the spiritual values found therein. By the term spiritual values I do not mean that the reader should be able to draw devotional, theological, or moral maxims from the literature he reads. On the contrary, a work of any literary merit is not a medium for preachments. The spiritual values I refer to here are those ideas worthy of our consideration as human beings, stated in beautiful, powerful, or dignified language, with ease and grace, and in a becoming manner; all those ideas which arouse noble and worthy thoughts which spur us to acting and living a little less unworthily. Stated in elementary terms, that could be put into the following concepts: What does the author say? Is it worth saying? How well does the author say it? Under this question fall the considerations of associative words and phrases, those that move the reader strongly, that add to his joy, pleasure, contentment; that stir other emotions; or those that reflect some great truth and stir him to reflect on its meaning. To this is added the other question: does it have meaning for me? This evaluation or interpretation is not to be neglected, but it must not be made the subject for extracting maxims. Meaningfulness is often mistaken for application; whereas, it should invite to contemplation.

Questioning, Wondering Period of Life

This meaningfulness is a growing process; in young children's experiences, essentially so; for childhood is the questioning, the wondering period of life; and for that reason, too, childhood is the time to begin this formation of appreciative reading; and poetry is the natural starting point.

Children and poets have much in common; they look at the world in much the same way, with wonderment, intensity, vividness, joy; they speak a similar language

in words that are meaningful, alive. Children are poets in their own right, but that poetic bent must be fostered within the standards of some legitimate and accepted form, something that is valid poetry. Their acquaintance with the manner and matter of good poetry is essential before they can do anything creatively with poetry, this first of all, will be reading poetry with some sense of understanding, reading creatively.

Poetry Read to Children

Poetry suitable for introducing the young reader to his first experience in appreciation should have richly associative expressions and no didacticisms; well developed rhythms, singing words and phrases produced by alliteration and repetition; it should be strongly marked by words that invest everyday things with newer or more important meanings; with such words as reveal the hidden beauty of the world; or again, such as evoke a sense of wonder about the commonplace. Poetry of this type should be read *to* children, not *by* them. If the teacher reads a poem well, so that the child can grasp the beauty of sense and sound, the quality of the words, rather than their meaning—and never their isolated meaning—she has set a beginning for appreciation. The child's own reading is not necessary in order that he catch the fine quality of the words. Indeed, many times it is a hindrance; for the effort that he must make at pronunciation of unfamiliar and difficult words, of association of ideas, of grasping the thought, all, is a real hardship to him. If the teacher reads in a pleasing voice and manner, with appreciative understanding of the selection, the child will readily catch the mood of the poem—in some small measure, at least; this constitutes one phase of appreciation: enjoyment, generally expressed by "I like that; read it again."

Appreciation also means understanding. This is embodied in answers to questions somewhat like these: What does the poet say? (Exact words.) How well does he say it? (Associative ideas.) What does it mean? (Understanding.) Does it invest things around me with richer, fuller meaning; and does it have meaning for me? (Interpretation.)

An Example

Using Sara Teasdale's "Barter" for the purpose of illustration, the exact words should shape themselves somewhat like this: Life sells things, and we who buy need not count the cost. This is simple and quite commonplace. But the next question "How well?" enriches the idea through the associative process. This may be introduced to the reader by asking: "To whom is the poet speaking?" The answer will establish that personal contact so necessary for understanding. When that is assured, we may follow leads somewhat as these. In what words does the poet make you want to buy the things life has to sell? She begins by telling you that life has "all beautiful and splendid things" to sell, and these are "blue waves, whitened on a cliff?"; "soaring fire that sways and sings"; "Music like a curve of gold"; "scent of pine tree"; "holy thoughts that star the night." But

the poet is speaking to you, the reader (or listener). How can you buy the "blue waves," the "soaring fire," "the singing fire," "music like gold," "holy thoughts"? By looking, listening, reflecting. And what does it cost? Some moments of quiet, perhaps; some thoughtful observations, really seeing your surroundings; some moments of reflecting, moments of loving. This is interpretation.

If There is Enjoyment

Then, "are you any richer for the experiences the poet gives you in these lines?" If there is enjoyment in your "wonder cup"; if you like thinking about these things, you are. And what do you enjoy in these lines? Here we might emphasize color contrasts, "blue waves whitened," and the cliff, dark, black, gray, dull, or shining in the sunlight. In the following we find contrast of motion, "soaring fire, swaying fire"; then association of the word fire with "sings." Lines in the second and third stanzas offer a very elementary introduction to the symbolic in literature: "Music like a curve of gold . . . Thoughts that star the night . . . White singing hour of peace." On the elementary level, however, these should be used only for pure enjoyment of the word patterns, with no reference to symbols or figures of speech.

Lines Please By Their Sound

Next, using the same lines as were used for the associative process, the teacher may follow through the ideas of rhythm, rime, singing words and phrases, with no references to technicalities of poetry. It is sufficient, in fact, it is imperative, at this level of learning, to point out to the listeners that the lines please by their sound, because certain sounds, syllables, or words are repeated or matched. As the child becomes conditioned to this reading, there should be, in each forthcoming experience a sense of mystery, a questioning, if you will, upon which the thought processes can work; the young reader should find something about which he should like to know more, something he might want to investigate.

For the young as for the adult reader, poetry need not burst into full flower at a single reading; although the discovery made by the child will be on a very much simpler plane than that of the adult, yet discovery there must be, if we want fruitful reading.

Neglect of Insight

A teacher's wide reading of literature in the classical or semi-classical fields, in the natural sciences, particularly in astronomy, in linguistics, in fact on a great variety of subjects and levels, will provide her with enrichment toward understanding widely and wisely the simpler pieces that come into her field of the elementary literature program. This understanding will go a long way toward providing that spark to the minds of youngsters who have been conditioned, perhaps, to an over-emphasis of sight to the neglect of insight.

Poetry and Its Formative Value

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and unchildlike, and yet, to a child whose taste is unformed, it might have an appeal.

Give Children Poems They Can Enjoy for Life

In the development of poetic taste how can we be reasonably sure that the children will like what we wish to have them accept as good poetry, and what will later on guide their own poetic taste? We shall prevent their taste for poor poetry developing if we give the children poems which they will enjoy for life.

A child's attraction for poetry depends in a large part upon the way in which it is presented. The presentation, in turn, depends upon the teacher and upon the class, but there are several points which can be adapted to different situations. Before presenting a poem to a class, it is well to foresee and remove the difficulties which will prevent a child from grasping the general idea of the poem. Sometimes the difficulty is a strange word or an unfamiliar setting, but more often it is an ending which is implied rather than expressed. The child should be made ready to understand the main idea of the poem. If she misses the obvious she will dislike the poem. Can we blame her?

Part of a child's acceptance of a poem depends upon the way in which her teacher questions her. Before her taste is formed—and it will be formed only when she is no longer a child—it is dangerous to offer her an opportunity to express dislike.

Mother Janet Stuart points out that some children are of a cast of mind that is "quite contrary." "Quite, positive teaching," she says, "convinces children. To show them the best things attracts them; and once their allegiance is given to the best, they will have more security within themselves." We can give our pupils this security by assuming that they like the best. We can ask, "Why do you like this?" or "What makes this line so vivid?", or even "Which of these poems do you prefer?" In these cases the child expresses an opinion, an opinion for which reasons will be required of her; she is also cooperating with her teacher in the formation of her taste.

Let Moral Be Discovered with Help

In the case of the poem which has a moral or a lesson for the child, the idea is more effective if it is not driven home at the initial presentation, but rather discovered by the child with her teacher's very discreet help.

Through poetry the formation of our pupils can be made more effective; in proportion to their natural gifts it will enrich their youth and maturity. Because of it they will be more inclined to look with reverence on the people and things with which they come in contact, and to use their love of what is true and beautiful in the service of God.

SCIENCE As We Teach It

SCIENCE HAS BEEN DEFINED AS AN ACCUMULATION of facts, a problem-solving method of thinking, a humbleness of spirit in the face of many unknowns. To us, science deals with the products of God's material creation. It concerns itself with truth in the natural order, whereas religion deals with truth in the supernatural order. God is the Author of both because all truth stems from Him. Neither can be substituted for the other.

What Child Discovers

We profess to educate the child for life, to teach the whole child the whole truth. This fact alone merits the inclusion of science in the elementary school curriculum. Science as we teach it, e.g., pivoting around one focal point, God, aids the child to recognize, ponder, and appreciate the tremendous power, wisdom, omnipotence, and providence of God. Not by words alone does the child learn this, but by thinking, probing, observing, and experimenting. He learns that the precise orderly movements of the earth, the natural growth patterns of plants and animals are predictable and stable because they are governed by laws founded in the wisdom and power of God. He discovers that every effect has a cause, that the movements of the universe and creatures in the universe (save man) must follow set plans and rhythmical cycles ordained by the Author of creation. He notes and studies the interdependence existing between lower creatures. A balanced aquarium is an excellent medium to show how plants and animals depend on one another.

From this recognition of interdependence between creatures in nature, the child acquires a gradual, directed consciousness of the need for cooperation among people in community life, national life, and international society. An awareness of the perfect obedience existent in the world of nature is developed in the formative mind of the child when he absorbs such phenomena as night following day, planets spinning in their orbits, birds migrating at specific times and to specific places, and one season following another successively. The result of such interdependence is harmonious peace and happiness. Everything in the universe bears the print of order, design, and beauty which are mere reflections of the infinite order and beauty of the Creator.

Outcomes of This Learning

Fears resultant from the alarming portrayals of science fiction on television, radio, comic strips and the like, can be allayed and counteracted by teaching the truths of science. What are the outcomes of learnings of this na-

ture? The child obtains a feeling of security in this world of anxiety and chaos because he knows that a personal, loving Father watches over, protects, and guides everything in the universe.

It is a well-known fact that there is a growing disregard in the use of material goods and natural resources. Science provides the best objective means whereby the child studies the composition of material things and their usefulness to mankind. He acquires, thereby, a realization of his obligations which do not cease with knowledge, but transfer to utility. Science aids the child to grow in the virtues of prudence and humility, not by mere passive absorption, but by the actual performance of virtuous acts.

Why Teach Science?

You ask *why* we should teach science? These are a few of the reasons. Non-Catholics have met the challenge by giving as one reason; I quote from *Science for Today's Children* by the Department of Elementary School Principals in their 31st Yearbook, 1953 "... to develop a simple reverence for nature as a background for future appreciation of the wisdom and power of God." It is significant to note that in professional science texts of recent publication mention is made of God, of nature, or of the unknown as aims for the teaching of science. Most assuredly, if non-Catholics recognize the need for inculcating this awareness, we are not to be surpassed in generosity in meeting this challenge.

Has our enthusiasm to teach science banished all thoughts of obstacles so that we have made proper preparation and taken action? Have we availed ourselves of the resources of the neighborhood library? Have we sought assistance from teachers at higher levels, perhaps from those with whom we live? High school science teachers can help us locate information, check accuracies, or share materials. In other words, they can act in the capacity of consultants. Or, if it is our good fortune to have had some training in this field, have we shared our knowledge and ideas with others? And *how* have we sought that assistance?

Steps for the Teacher

How can we apply these observations to the science teacher? First and foremost, the elementary science teacher should investigate the contents of the course of study for her grade level. Close scrutiny will reveal that it is not so heavy after all. Our science course is built on a developmental plan of ideas. No topic is to be pre-

sented in a comprehensive or exhaustive manner at any grade level. Of course, to discover this fact presupposes that the teacher examines the *entire* course, and this necessitates *time*. A time-saving device to reach these same conclusions, is the holding of a faculty meeting during which the contents of each grade level are shared, discussed, and explained in order to avoid unnecessary overlapping and duplication.

Let us illustrate. Ideas, concepts, or generalizations of plants are contained in almost every grade of our course. In grade one, the child becomes familiar with the use of the term, "plant," as applied to flowering plants; e.g., he learns that trees, shrubs, bushes, and flowers are all plants. He observes the likenesses and differences between plants, the conditions necessary for their growth, their usefulness. In the second grade, the child realizes that flowering plants produce seeds. A general examination of the seed is made and its growth is watched to note the development of a new plant which contains the same parts as the parent plant. The child learns in the fourth grade that plants are living, and he explores and experiments to prove that they breathe, eat, grow, move, and reproduce.

Child Studies Functions

When he studies science in grade five, the child learns the functions or work of each part of the plant, e.g., that roots absorb moisture, and anchor the plant, that stems are avenues through which water and foodmaking materials travel and that through openings in leaves, plants breathe oxygen and take in carbon dioxide to make food. In addition, he learns about non-seed-bearing plants and their method of propagation. A more detailed study of the plant is made in the sixth grade and the knowledge assimilated during the five previous years is applied to the study of trees, kinds of trees, and their corresponding likenesses and differences. Uses of trees are revealed and discussed.

Study More Particularized

In grade seven, the study of plants becomes even more particularized, accounting for a minute study of the structure of the flower and leaf, together with their respective functions. An examination of the course will disclose such a progression of learnings in astronomy, electricity, energy, animal life, and all the other areas of science. To arrive at the above conclusions, however, demands *time* and *energy* plus a background of information. Workshops geared to meet the needs of teachers at grade level may help solve the problem, but this power lies wholly within the field of administration.

Increase Own Knowledge

After the teacher finds out *what* to do, she must increase her own science knowledge. She can best do this by, first, reading science books at her grade level. A further examination of high school science texts plus the use of professional science books will thoroughly fulfill her informational needs. An excellent professional text is Glenn Blough's *Elementary School Science and*

How To Teach It which contains the necessary science information together with methods and techniques of presentation.

Prior Preparation of Demonstrations

Secondly, the teacher should test the workability of experiments prior to classroom presentation. She becomes, thereby, more confident in the use of materials. This is absolutely necessary; otherwise class time may be wasted. Just as the teacher must be active in order to teach science well, so must the pupil participate to learn it. Effective science learnings accrue when the child thinks his way through science by means of experimentation, reading, discussion, and observation. Reading is essential to any science program to aid in the process of clarifying, verifying, or illustrating any science learning taking place.

Improvise at Times

To carry out the thinking and doing program just advocated, requires materials. Few of our schools, if any, are equipped with elementary science kits, and many have no texts. Like Mary, who wrapped her newborn Son in swaddling clothes, we must improvise and use our immediate environment. The pupils, kitchen, laundry, cellar, garden, school yard, and chapel can comprise our tools. Glasses can substitute for test tubes; dish pans can take the place of the pneumatic trough or sink. A multiplicity of articles can be utilized so that some form of experimentation can take place in *every classroom*.

Give an "I Don't Know" Answer Sparingly

In the teaching of science we may feel inadequate, at times, before our pupils, when we must say, "I do not know," in answer to some of their questions. This response is permissible provided it does not occur too frequently. Science is an area where we can never completely master all the subject matter because it covers the entire physical, chemical, and biological world. To quote Monsignor Ulrich Hauber, well-known author and scientist, "Even the best scientist knows only one little field well; we are all quite ignorant of 99% of what we could know. The ideal scientist is humble in the presence of God's creatures; he freely admits his ignorance whether it be about important principles or in matters of minor details." Once we acquire the attitude that we are not clearing houses of science and convey this attitude to our pupils, both we and they grow in humility before God's creatures.

But, Find Answers

Reality, however, must be faced. Handle these situations with the same good pedagogical principles you would employ in other subject matter areas. Guide gifted pupil committees to use encyclopedias and books of reference to seek the information, or delegate to individuals the responsibility of investigating possible solutions. Bear in mind, however, that our science program is not based on the pupils' haphazard questions, or on

incidental learnings prompted by the bringing of snakes, nests, flowers, rocks, or the like to school. It is based, however, on a sequential series of structured science learnings which also makes provisions for the handling of casual questions and materials to satisfy the child's curiosity for an explanation of God's world. We, like Mary, must practice humility, if we are to fulfill our duties with confidence and courage.

Mary and Joseph were not ashamed to make the offering of the poor at the Presentation of the Christ Child in the Temple. Neither must we who teach elementary science hesitate to follow the common way. Complex or expensive equipment is not only unnecessary but oftentimes confusing. By using ingenuity and initiative, we can make use of discarded typewriter ribbon or sewing thread spools to make pulleys; broken needles to make compasses; pieces of candles to perform light, air-plane, or heat experiments.

Teacher's Preparation of Lesson

The hours of preparation, for example, spent by an eighth grade teacher in preparing preliminary lessons on magnetism prior to launching the unit on electricity may bear disproportionate fruit in the actual lesson. Pupils may perform the experiments in such a perfunctory manner that a few moments are consumed in the doing, whereas hours were spent in the planning. Some may say that they have already studied about magnetism; others may even report on participation or in observation of a science television program which savors of far more complex knowledge.

It takes simplicity coexistent with humility to rise above the apparent confusion and to forge ahead by taking immediate inventory of the things known about magnetism. Such a procedure will most likely yield differences of opinion among pupils and disagreements regarding the accuracy of the concepts. It may also serve as a springboard to get back to the study of magnetism to verify, to read, and to experiment in order to prove what is known and not known. A note of caution, however. Good science teaching never conveys the idea that an exhaustive study of the subject is under way.

Integration, Not Forced or Labored

Despite the fact there is no such thing as Catholic science, there is such a thing as a philosophy of teaching science in the Catholic school. In abbreviated form, it is the belief that the only effective method of handling science in the elementary school is one of integration—the integration of science with religion. Not only is science class instruction one of integration, but it extends to all the materials of instruction, even to the texts used. It may be well to emphasize that the integration between science and religion should never be forced, labored, or artificial.

Through this type of science teaching the children should grow "in wisdom, and age and grace" provided proper guidance and inspiration are present plus the aid of divine grace. Science can provide the stimulus and the opportunity for the practice of virtues or habits

necessary for Christ-centered living. How does this happen?

By way of example, let us consider the infused theological virtues of faith, hope, and charity. Through Christ-centric science teaching, the child discovers truths in the natural order which cannot vary because they are a part of the divine plan. The infinite power of God is unfolded to the child in the unfathomable movements of the entire universe. Then, through the instrumentality of the teacher and other tools, this natural knowledge is enriched and supplemented by the revealed word of God, thereby aiding the child to grow in the virtues of faith, hope, and charity. With these tools, the revelation of truths cannot help making the child grow in hope; and finally, turning the child's mind towards the Author of this splendor cannot help making him grow in charity. Science offers even greater opportunities for the increase of the *natural* virtues such as prudence, justice, temperance, perseverance, truthfulness, and gratitude, to mention just a few.

Tools of Evaluation Poorly Developed

How can we prove from a study of science that children grow in these virtues? Tools of evaluation in science teaching are still very poorly developed. More attention must be given to this phase of science teaching, e.g., how children change in behavior and develop in character as a result of learning science integrated with religion.

Even though we employ the Thomistic inductive method, even though we plan our lessons well, despite the fact that we use concrete materials or graphic text illustrations, even though we apply science learnings to everyday living despite the fact that we do all these things, failure will, at times, be experienced. These failures may occur in the form of a classroom experiment, the apparent lack of transfer from schoolroom experiences to actual living, or the evident lack of growth in the use of God's creatures. How do we handle such situations? Golden opportunities are provided to reread the directions and to repeat each step of the experiment slowly and cautiously. It takes perseverance. Excellent provocative situations to test and apply scientific attitudes are provided, such as being accurate and careful in experimentation, withholding conclusions until more objective data is gathered, respecting authority and the suggestions of others, willingness to experiment with new ideas, appreciating the value of looking for causes and explanations.

Gradually Becomes Familiar

The elementary science teacher may experience interior humiliation because she is not familiar with the entire content of the science course. Confident, however, of the matter contained in one particular unit, she uses it to begin her instruction for the year. Meanwhile opportunity is provided to become familiar with the other units; success in initial teaching is achieved, and she continues successfully with the science program of the year.

(Continued on page 198)

Teacher to Teacher—In Brief

OUR OPPORTUNITIES

By Rev. Edward F. Gareshé, S.J., 10 West 17th St., New York, N. Y.

IT IS A SOLEMN THOUGHT, that in our Catholic schools today we have the destined leaders of the Church of tomorrow. It is true that under present conditions scarcely more than half of the Catholic children in the United States can find place in our often over-crowded Catholic schools. But if we use our opportunities to train and mold the students we have, we shall profoundly benefit both the Church and the state of the next generation.

Open-eyed and Systematic

But we should know what manner of citizen, or leader, the Catholic school system is giving to our country. Considering our unique graces, our possession of the full truth of Christ, our potential power, we should be moving, in education, with open-eyed and persistent intention towards training a generation who will do all that Providence expects at this critical time.

Signs of Awareness

When we survey our educational system, do we observe much sign of awareness of these responsibilities, these modern needs? Are definite and systematic efforts being made to adjust our teaching to the requirements of the time? Are we training our pupils with a clear eye to the difficulties they will meet, the dangers they must face, and above all the opportunities they should seize upon? We have seen how small, determined groups can grasp power and influence, and can indoctrinate multitudes with their point of view. Is the vast multitude of Catholic students, who graduate from our institutions, equipped and trained to exercise even their proportionate influence on the course of events?

It is very difficult to get our grown-up Catholic people to do their full part in meeting the needs of our times. They are set in their ways. They are difficult to convince. Some of them will, but we can hardly expect an all out mustering of their full forces. We should do all we can to enlist them in effective work to meet this menace of atheistic communism. But we must not be disappointed if they do not respond as we hope. They are on the way out, and the younger generation is moving in to their field of action.

Young Impressionable and Enthusiastic

With the young the case is quite different. They are impressionable and enthusiastic, hopeful, full of energy

and potential courage. In our classrooms we have the molding of their personality; we can give them ideals and ideas. This is one of the reasons why the atheistic communists so hate and oppose Catholic education. To make the young people atheistic is one of their great objectives. To make our young people thoroughly Catholic, enlightened, well informed, courageous, earnest and self-sacrificing, upright and pure, and then to give them the militant spirit to resist evil and to fight for the Church of God—this is the way in which we can save the country and the world.

Means to Use

What means can we use? We would say to teachers: "You, who teach our children their Faith and set their feet on the way of a good Catholic life, can you not inspire them with a little more zeal, a little more unselfishness, that additional zeal and self-sacrifice which will set them working to save and sanctify their own souls all the while helping others to carry out in their daily lives the teachings of Christ?"

It would not require very much more thought, planning, and effort, greatly to increase the efficacy of Catholic action. It is a question of giving a direction to our teaching, of trying deliberately to inspire our young people with that active and practical charity which makes them want to help others and to spread and defend the Church and the state.

If the next generation of our young people, now in our schools, can be made apostles, they can restore the foundations of Christian civilization, and so they can save the world.

MEET THE J'S: Courtesy in the Home

By Sister Marie Angela, I.H.M., St. Francis de Sales H.S., Detroit 38, Michigan

JOHN AND JAMES WERE FAIRLY SATURATED with enthusiasm and mud. They had just helped the sixth grade boys of Sacred Heart School to beat the seventh in a good football game. It is really worthwhile to win a game over an older team, isn't it? So the twins raced home, banged open the kitchen door, and barged straight through to the living room to find their mother, flinging books, caps and sweaters in all directions.

"Mom, we *won!*" yelled James, en route.

"And we're *starved!*" added John, just as quietly.

Mother Particular

Too late they halted, quieted down, and began to



Choosing a CATHOLIC COLLEGE Series

MT. ST. MARY'S COLLEGE

A Catholic college for women, resident and day, founded in 1925 by the Sisters of St. Joseph of Carondelet, Mount Saint Mary's College is empowered by virtue of its charter from the State of California to confer such honors, degrees and diplomas in the arts and sciences as are usually conferred in colleges of the United States of America.

LOCATION

Mount Saint Mary's College is located on a fifty-six acre tract in the Brentwood Hills of Los Angeles. It overlooks the Pacific from Santa Monica to Palos Verdes on the west and almost the entire city of Los Angeles on the south. It is surrounded on the north and east by the Santa Monica Mountains.

ACCREDITATIONS AND AFFILIATIONS

The College is accredited by the Western College Assn., the Northwest Assn. of Secondary and Higher Schools, the California State Board of Nurse Examiners and the National League for Nursing. The College is a member of the American Council on Education, the Assn. of American Colleges, the National Commission on Accrediting, and it is affiliated with the Catholic University of America. The College is approved by the California State Board of Education to recommend candidates for the general elementary, general secondary and special secondary credentials in music.

COLLEGE OBJECTIVES

Mount Saint Mary's College aims to give its students that culture which will enable them to think, judge, and act constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ. It seeks to realize this aim by instilling into the minds and hearts of its young women students a thoroughly Catholic philosophy of life based on the liberal arts tradition which is essentially Christian.

Mount St. Mary's College emphasizes those branches of knowledge which give the richest and most complete view of truth, and which impart a cultural background for worthy leisure

time pursuits. It also offers a vocational program designed to prepare its students for those areas of service most in harmony with Christian womanhood.

FACULTY

Sisters of St. Joseph of Carondelet, priests, lay (men and women) officers of instruction.

LIBRARY

40,000 volumes; 315 current periodicals; audio-visual and seminar rooms.

DEGREES

Master of Arts in Education.

Master of Music.

Bachelor of Arts in Art, Music, English, Classical Languages, French, Spanish.

Bachelor of Science in Nursing, Home Economics, Economics and Business Administration, History, Political Science, Sociology, Mathematics, Bacteriology, Chemistry, Zoology.

CURRICULUM DEPARTMENTS

I. Department of Art. II. Department of Biological Sciences (Bacteriology, Botany, Medical Technology, Zoology). III. Department of Classical Languages (Latin and Greek). IV. Department of Education. V. Department of English and Speech. VI. Department of Home Economics. VII. Department of Mathematics. VIII. Department of Modern Languages (French, German, Italian, Spanish). IX. Department of Music. X. Department of Nursing. XI. Department of Philosophy and Theology. XII. Department of Physical Sciences (Chemistry, Physical Science, Physics, Medical Technology). XIII. Department of Social Sciences (Business Administration, Economics, History, Political Sciences, Psychology, Sociology).

THE CO-CURRICULUM

Student Personnel Services: Counseling Service; annual, Re-

The CATHOLIC EDUCATOR



treat; lectures; Placement Service; formal and informal functions.

College Societies and Clubs: The Associated Students of Mt. St. Mary's; The Sodality of Our Lady; National Federation of Catholic College Students; Young Christian Student; National Student Association; Eusebians (History); Taedifer (Latin); Parnassians (English); S.W.E.S. (Economics and Sociology); Kappa Theta Mu (Science and Mathematics); Tri Rho (Education); Music Club; International Language Club; Scribes; Home Economics Club; Art Club; Student Nurse Assn.; Mount Masquers; Women's Recreation Assn.; Red Cross Unit.

Student Publications: *The View* (newspaper); *Inter Nos* (literary quarterly); *The Mount* (college annual).

Athletics: Full intramural program for all seasonal sports.

ADMISSION: GENERAL REQUIREMENTS

An applicant for admission to Mount St. Mary's College is responsible for having the following data sent to the College: 1. An application for admission. 2. A transcript of high school record sent by the principal to the College. 3. Three letters of recommendation—one each from the student's pastor, the principal of the high school, and a reliable person, not related. 4. A certificate of good health from a licensed physician.

ADMISSION: SCHOLASTIC REQUIREMENTS

Plan A for applicants to Freshman class: Transcript of high-school record must (a) include the following subjects and units, (b) passing grades are required in these subjects taken in the ninth grade, while subjects taken in later grades must make an average grade of B: 1. History (United States History and Civics), 1 unit; English (English, Public Speaking, Journalism), 3 units; Mathematics (2 semesters of elementary or advanced Algebra and 2 semesters of Plane Geometry or Solid Geometry and Trigonometry), 2 units; Science, with laboratory (taken in eleventh or twelfth grade), 1 unit; Foreign Language, 2 units; 1 or 2 additional units in Mathematics, Foreign Language, or Chemistry or Physics with laboratory.

Plan B for applicants to Freshman class: Students whose records show a deficiency in the requirements of Plan A may qualify for entrance by a sufficiently high score on the Scholastic Aptitude Test given by the College Entrance Examination Board. Information for dates on such tests administered by this Board may be obtained by writing to College Entrance Examination Board, P. O. Box 27896, Los Angeles 27.

Advanced Standing Students must present character references, certificate of honorable dismissal from college last attended, a transcript showing an average of C in college work completed.

EXPENSES PER SEMESTER

Tuition	\$125.00
Board and dormitory	325.00
Board and triple room	350.00
Board and small double room	380.00
Board and suite	400.00
Board and large double room	425.00
Board and private room	450.00

SCHOLARSHIPS

Several partial scholarships are available. For information write to The Registrar.

STUDENT AID

Service contracts are available to promising young women, dependent on health, scholastic record and the needs of the student. Applications for such service contracts must be made two months prior to the opening of the semester.

ILLUSTRATIONS

Opposite page, top row: Church and State, faculty and student at Mount St. Mary's; students' holiday dinner at the College; complete guidance program.

Opposite page, bottom row: annual outdoors dramatic presentation; part of nursing program spent at hospitals; music majors work for a *Master of Music*.

Right column: faculty member on her way to class; comparing notes after the summer vacation; Home Economics' entry and award; relaxing in the recreation room between classes; religious life at the College.



think. Mother was most particular about their manners when there were visitors, and here was Mrs. Robb rising to leave.

"It *must* be time for me to leave," the caller was saying. She glanced at the two boys, who were now very quiet. They were blushing, of course, because of their thoughtlessness. But how could anyone see red cheeks under all that mud? So they just stood there speechless, while Mother tried to pretend she was not at all embarrassed as she went to the door with Mrs. Robb.

They were still speechless when Mother closed the door and came back toward them. Mother was speechless too, almost. She just pointed to two kitchen chairs and said, "Now, *think!*" Then she went about preparing dinner.

They Sat, And Thought

They sat, and they thought. After a few moments they got up, tiptoed carefully across the kitchen, and went outside. They scraped, and they brushed, until they had removed several acres of mud from clothes and shoes. Then they went around to the basement door and down to the washroom where they were supposed to clean up after play. Back they went to the kitchen, one armed with a wet cloth, the other with a pail of water and a broom. James wiped up the black spots from the kitchen floor, picked up the scattered books, caps, and sweaters, and placed them where they belonged. John gave the back porch and steps a good scrubbing, for they had received the worst share of the dirt. At last they went to Mother.

"We're sorry we yelled and bolted in like that," said John.

"And we're sorry we threw things around and got the floors dirty," added James.

Let's Forget It

"Very well, boys. We'll forget all about it. But let's think first, next time, please. It saves so much time, and so much embarrassment. Now, did I hear you whisper that you'd like a sandwich to keep you alive until dinner? Here you are."

"Thank you, Mother," said the grateful twins.

"And did I hear a faint voice say something about winning a game?"

They told Mother all about it while they finished their "life-savers."

Dad Found Sons Have Improved

"Do you know, Mother," remarked Mr. Horton in a satisfied tone during dinner that evening, "I believe we really have a model family here. Mary, of course, is old enough to be thoughtful and courteous, but I have been a little bit concerned about the boys. However, they seem so much improved lately, that I think we can begin to be somewhat satisfied with ourselves. Mary, would you mind if I ask you for more coffee, please?"

Were those boys' faces red? Rather! They were just wondering what two honorable boys should do about a

situation like this; but, while Mary and Dad were both concentrating on the coffee, Mother made a funny little cough to attract their attention, put her finger on her lips, and answered her husband brightly before they had time to decide what to say.

"Of course, we're a model family. Do you think I would belong to any other kind? Yes, I have noticed a great improvement in James and John, especially *very* lately. This afternoon, for example, they put their things away without being told, cleaned up some muddy spots that accidentally got on the kitchen floor and the porch, and actually asked to go to the store and clean up the yard. Now, I think that's a fine record, don't you?"

Twins Open-Mouthed

The boys were looking open-mouthed at their mother, but she gave them a funny little wink when Father was not looking, and then Mary chimed in.

"I was just thinking something like that myself. Some girls are always complaining that their brothers expect their sisters to wait on them and keep their things in order, and do nothing about the house but make noise. But *my* brothers helped Mother and me to finish the dinner. They were quiet and polite, too."

"That's a fine report from both Mother and your sister, boys. Now, just to show you that we appreciate it, how would you like to come with me next Saturday to the stadium? I have three tickets for the big game, and I believe I could get two more, if the ladies would enjoy it, too."

"Thank you, but Mary and I have an important shopping tour planned for Saturday. We are both glad the boys will have a chance to go. They deserve it, and I am sure they will enjoy it."

For the second time that evening, the boys were speechless. But their eyes and their happy smiles told how grateful they were.

Rest of Family Certainly Model

Later, when on their way upstairs, John whispered, "I'm not so sure about us, but the rest of the family are certainly model, aren't they?"

"Yes, and Mother knew we were just being extra good to make up for being extra bad. Now we *will* have to be good!"

"Mothers are like that, I guess. I hope Dad doesn't happen to meet Mrs. Robb, though."

"At least not until after Saturday!"

Problems to Discuss

1. What persons in the home are entitled to special respect and thoughtfulness?
2. What do you think about a child who is always selfish, and always wants the best things for himself?
3. What is necessary, if we have offended others, or realize we have made a mistake by being rude or thoughtless?
4. How would a polite child ask for something, or request a service?

5. Why is home the best place to be thoughtful and courteous?

6. What work can children do without waiting to be told?

Courteous Children Remember

1. To start the day with a pleasant greeting to the others in the family.

2. To open the door and step aside to allow an older person to go through before them.

3. To avoid interrupting the conversations of others.

4. Not to annoy others in their work or play.

5. Always to say, "Thank you," when something is given to them, or done for them.

My Practice

1. I will offer to help with the work at home.

2. I will respond promptly and cheerfully when asked to do something.

3. I will help to make our home the happiest place on earth.

GUIDANCE FOR MATURITY*

*By Sister M. Bertrand Kilcullen, O.P., M.A.,
319 So. Hermitage Ave., Chicago 12, Ill.*

SELECTED ITEMS

from

THE EMOTIONAL MATURITY QUESTIONNAIRE

(When introduced to the Questionnaire, the students were assured that by marking the items honestly they would be helping older people to better understand their problems. They were told, also, that there were no right or wrong answers, hence no grades; and that all answers would be considered confidential.)

As you read the statements below, draw a line around the words *True* or *False* to show how you feel or act, (Ed. note: T. and F. are used below to conserve space.)

Quality I

T. F. 1. I have a hard time making up my mind about what clothes to wear to school each day.

T. F. 2. In an argument I am usually right.

T. F. 3. I frequently change my mind for little or no reason at all.

T. F. 4. Sometimes I do just the opposite of what I should do.

T. F. 5. When anyone walks around or talks I cannot study.

T. F. 6. If everyone in the crowd says something is all right it must be.

T. F. 7. Sometimes I pretend to obey and then I do as I please.

Quality II

T. F. 1. It is not my fault if I make a mistake.

T. F. 2. I feel sad for a long time when things go wrong.

T. F. 3. When I am punished I pretend I do not care.

T. F. 4. It is so hard for me to recite in class that sometimes I say I do not know the answer.

T. F. 5. I am sad or jealous when others have more than I.

T. F. 6. Sometimes when I am accused of something I deny it even though I am guilty.

T. F. 7. I often pretend I am better than I really am.

Quality III

T. F. 1. I pout when I am punished.

T. F. 2. Usually I lose papers that I have to correct.

T. F. 3. I would rather not recite at all than to make a mistake.

T. F. 4. My parents rarely punish me because I get so upset.

T. F. 5. I often blame others for things I do myself.

T. F. 6. I am pretty good at keeping out of trouble.

T. F. 7. Usually I get even with anyone who criticizes me.

Quality IV

T. F. 1. When I am excited I cannot study.

T. F. 2. Sometimes I cry one minute and laugh the next.

T. F. 3. People say I am too shy.

T. F. 4. I like to show off.

T. F. 5. Sad books and shows are more interesting than happy ones.

T. F. 6. When danger threatens I freeze.

T. F. 7. I really blow up when I get angry.

Quality V

T. F. 1. I say mean things to people when I get mad.

T. F. 2. I do not believe manners are very important.

T. F. 3. It is more fun to be alone than with others.

T. F. 4. Sometimes I make fun of older people behind their backs so that my friends will laugh.

T. F. 5. I can never think of anything to say when I am with strangers.

T. F. 6. When I am with anyone of the opposite sex I feel very embarrassed.

T. F. 7. I would rather be with the crowd even if wrong is done than to be home alone.

Quality VI

T. F. 1. I usually laugh when others make mistakes.

T. F. 2. If there were no other children in our family I would be happier.

T. F. 3. I never do things without pay.

T. F. 4. Usually I leave my clothes around for others to pick up.

T. F. 5. When candy is passed I try to get the largest piece.

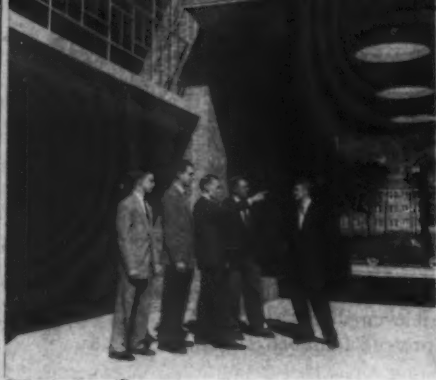
T. F. 6. I always have my radio programs whether the others get theirs or not.

T. F. 7. When others are talking I like to interrupt them or make noise.

Quality VII

T. F. 1. When I have work to do I am so anxious to

*Continued from October 1955.



Top row: outside classroom building; planning the College annual; Glee Club entertains.

Second row: Byrne Memorial Library to the left; Freshman girls serenade.

Third row: Biology student conducts lecture before his fellow-students; preparing for intercollegiate debate tournament.

Fourth row: new dormitory for men students; curtain call after student production of "Pirates of Penzance."

Bottom row: ROTC drill opens with a prayer; Spring Hill College vs. Tulane University; Spring Hill College float in Mardi Gras Parade.



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SPRING HILL COLLEGE

MOBILE, ALABAMA

A Catholic College for men and women, resident and day (living accommodations for men students only), Spring Hill is under the direction of priests of the Jesuit order. The College was founded in 1830 and received its full collegiate charter on Nov. 10, 1835.

LOCATION

The College campus occupies some 700 acres of the elevation which gives the name of Spring Hill to this residential suburb of Mobile, Alabama. While the village of Spring Hill has no railroad station, travel from all parts of the country is easily arranged to nearby Mobile. Address all communications concerning admission to *The Registrar, Spring Hill College, Spring Hill (Mobile County), Alabama.*

ACCREDITATIONS AND AFFILIATIONS

Spring Hill College is accredited by the Alabama State Department of Education, Southern Assn. of Colleges and Secondary Schools, Board of Regents of the State of New York, American Medical Assn. It enjoys membership in the Assn. of American Colleges, American Council on Education, National Catholic Education Assn., American Library Assn., National Council of Independent Schools, Educational Records Bureau, American Assn. for the Advancement of Science, Jesuit Educational Assn., Alabama Educational Assn.

COLLEGE OBJECTIVES

In view of the ultimate aim of Catholic education, as expressed by Pope Pius XI ("... the true and finished men of character"), Spring Hill College, as a Jesuit liberal art college, conceives its special function in contemporary American life cannot be completely content with simply presenting Catholicism as a creed, a code or a cult. It must strive to communicate the riches of Catholicism as a *culture*, thus giving modern man an advantageous position to view with understanding the facts of the natural order, but those of the supernatural order also, those facts which give meaning and coherence to the whole life.

FACULTY

Jesuit Fathers, lay men and lay women.

LIBRARY

The Thomas Byrne Memorial Library has a capacity of 150,000 volumes. The general reading room accommodates 100 students.

DEGREES

B.A. (Arts, Literature, Social Sciences). *B.S.* (Arts, Literature, Social Sciences, Natural Sciences). *B.S.C.* (Accounting, Business Administration, Secretarial Science, Office Management).

CURRICULUM DIVISIONS

I. *Biology*. II. *Commerce*, embracing courses in Accounting, Business Administration and Economics. III. *Chemistry*. IV. *Education* (primary, secondary, commercial and physical). V. *English and Fine Arts*, embracing courses in Art, English, Expression and Music. VI. *Languages*, embracing courses in Latin, Greek, French and German. VII. *Mathematics and Physics*, embracing courses in Engineering, Mathematics, Physics and General Science. VIII. *Military Science and Tactics*. IX. *Philosophy*. X. *Religion*. XI. *Social Sciences*, embracing courses in History, Political Science, Sociology.

THE CO-CURRICULUM

Personnel Services: College Infirmary; Individualized Guidance Program; Annual Retreat; Lectures; Placement Service; Formal and Informal Functions. College Societies and Clubs: Student Council; Sodality; Apostleship of Prayer and League of the Sacred Heart; St. John Berchman's Society; Alpha Sigma Nu (Jesuit Honor Society); Alpha Psi Sigma (Dramatic fraternity); Beta Beta Beta (Biology fraternity); Chemical Society; International Relations Club; Philomelic Academy (Music); Phi Kappa Delta (Forensic fraternity); Portier Debating Academy; Yenni Dramatic Society.

Athletics: Member of the Southern Intercollegiate Assn.; *intercollegiate* participation in basketball, baseball, tennis, golf. Full *intramural* program in bowling, basketball, baseball, tennis, golf; S-Club.

ADMISSION: GENERAL REQUIREMENTS

Applicants for admission are required to submit an entrance application and have a complete transcript of their school record mailed to the Registrar. Applicants enrolled in high school or college at the time of application should have a transcript mailed to the Registrar which shows the work completed and the work under way.

ADMISSION: SCHOLASTIC REQUIREMENTS

I. The College requires for admission the satisfactory completion of a four year course in a secondary school approved by a recognized accrediting agency. All candidates for admission to Freshman year must present sixteen units in acceptable subjects. A unit represents a year's study in any subject, constituting approximately a quarter of a full year's work. This definition of a unit takes the four-year high school as a basis and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty-five to sixty minutes in length, and that the study is pursued for four or five periods a week. Candidates are admitted either by certificate or by examination.

1. Admission by certificate: Admission unconditionally by certificate is granted applicants graduating from approved secondary schools, provided: (a) their 16 high school units include 12 of strictly academic nature (i.e., English, Mathematics, Languages, History, Natural Science, Social Science), and specifically such as correlate in the opinion of the Board of Admission with the course which the candidate intends to pursue; (b) that the student's rank in his high school class be better than that of the lowest quartile, or that his general average in academic courses be equivalent of C or better; and (c) that there is satisfactory evidence of personal character and other qualities deemed requisite by the College for desirable students. 2. Admission by probation. Upon special recommendation by the Principal, graduates of 4 year non-accredited high schools will be admitted, without examination, on probation for the first semester, provided they meet the qualitative and quantitative requirements enumerated above. 3. Admission by examination: Those not eligible for admission by certificate may arrange, no later than two weeks before the beginning of the semester, for special examinations with the Board of Admission.

II: Upon presentation of certificate of honorable dismissal from another college, students wishing advanced standing will receive credit in all courses, previously taken, comparable to those offered at Spring Hill in which the grades are no less than C.

III: Students who wish to pursue certain courses without reference to graduation, or students attending another college and wishing to take other courses at Spring Hill, with the approval of their own Dean, may do so in such courses as their background qualifies them to take.

EXPENSES PER SEMESTER

Tuition	\$190.00
Board	190.00
Room	90.00
Laundry	25.00
Medical Fee	5.00

SCHOLARSHIPS

Full and partial scholarships are available to Spring Hill College. Application for such scholarships must be made to the Dean before August 1st.

STUDENT AID

A certain number of assistantships and clerical positions are open to deserving students. Students wishing to apply for such financial aid should apply to the Dean before May 15th.

- get through that I am often careless about how it is done.
- T. F. 2. At parties I do not bother about anyone else just so I am having fun.
- T. F. 3. I like to be leader so I can make others do things for me.
- T. F. 4. When I am leader I do not want anyone to help me except my friends.
- T. F. 5. I rarely help around school because that is not my job.
- T. F. 6. I do not like to show others how to do things.
- T. F. 7. Unless I am chairman I do not like to work on committees.

Our Lady of the Schools

(Continued from page 181)

attempt, as far as possible, to restore that harmony between God and man, and between man's own powers, that existed prior to the fall; to help the child to attain the "rectitude" that belonged to man before it was lost as a consequence of original sin.

Now, where shall we find a model of that "rectitude" to keep before our eyes as we educate and to present to our pupils for their guidance and inspiration? In theoretical fashion—as we often do in religion classes—we can reconstruct the state of our first parents before the fall. But the resulting ideal will necessarily seem abstract and vague, and thus have little appeal for our students. The adolescent mind needs to have its ideal "embodied, concentered, incarnated" in some person.

The logical person, in fact, the *only creature*, who embodies all the perfections of original nature is Mary, "our tainted nature's solitary boast." As a consequence of her Immaculate Conception, she possesses to the fullest extent that "rectitude," that harmonious balance of all human endowments that prevailed before the fall. Thus she exemplifies in a singular way the ideal of perfection that is the goal of Christian education.

Science As We Teach It

(Continued from page 190)

Too often, we tend to make science in the elementary school difficult. Such a viewpoint reveals a lack of knowl-

CAVE Executive Group Meets

The board of executives of the Catholic Audio-Visual Educators Association met on October 12, 1955, in Chicago, to plan the procedure and program of the 5th annual convention to be held in St. Louis, Mo., at the Kiel Auditorium, during Easter week, 1956.

"We have drawn on our experience of the previous conventions in drafting plans for 1956," said Doctor Leo J. McCormick, CAVE President, "so that a goodly number of demonstration sessions form part of this coming CAVE convention."

Present at this executive meeting were Rev. Leo J. McCormick, Ph.D., president; Rev. Michael F. Mullen, C.M., vice president; Rev. Bro. Raymond Glemet, S.M. of Cleveland, Ohio, treasurer; Sister Ignatia, C.S.J. of St. Paul, Minn., secretary; Rev. James E. Hofflich, associate superintendent of schools, St. Louis, Mo.; Rev. Louis A. Gales, St. Paul, Minn.; Rev. Bernard J. Butcher, Meriden, Conn.; Rev. R. J. Bishop, S. J., Omaha, Neb.; Rev. Joseph A. Coyne, O.S.A., Chicago; Brother Innocent, Chicago; Sister Jean Philip, O.P., Joliet, Ill.; Sister Marie Claudia, O.P., Chicago; Sister M. Donatelle, S.S.J. and Sister M. Violanta, S.S.J. of Chicago; Clement J. Wagner, New York, N. Y.; and Robert McMahon, Los Angeles, Calif.

"This CAVE meeting has been the most constructive and conclusive of any we have held," said Father Michael F. Mullen, C.M., voicing the view of those in attendance.

edge about the *what*, the *how*, and the *why* of teaching it. Like Mary, we should have the humility to recognize our relationship to God and His creatures as manifested by His Divine Will and providence. We should realize the significance of our personal vocation to fulfill one of the important needs of this age—the teaching of science. If we add to this, the *will* to build our own science background; the *desire* to impart knowledge with enthusiasm; and the *courage* and *resourcefulness* to overcome apparent obstacles, successful science teaching is ensured for the science teacher who models herself on the humility of Mary.



Book Reviews

The Comprehensive High School.

By Franklin Jefferson Keller
(Harper & Brothers, New York,
1955, pp. 269, with appendices,
bibliography, and index; price
\$4.00).

There is a growing conviction in America that high schools should organize along comprehensive rather than specialized vocational, commercial, or academic lines. *The Comprehensive High School* gives the educator in short compass a grasp of the comprehensive high school as a structure and as a function. Dr. Keller speaks with authority, not only because of his experience as a school administrator in the Metropolitan Vocational High School in New York, but also because of his prolonged field study during which he visited 78 selected high schools throughout the United States.

The comprehensive high school is one that aims to serve the needs of all students in the area it commands. It accepts without selection all the young people in this area, and establishes as its broad objective the teaching of all varieties of skill and all kinds of knowledge to all kinds of youth bent upon living socially profitable lives. Dr. Keller writes that it is difficult to define in a single sentence or paragraph this type of school. He prefers to list a number of characteristics that give us a picture of the comprehensive high school. First of all, a good comprehensive high school is possible only in a one-high-school community. The principal of such a school needs at least an intimate vocational background, and must be able to inspire all his teachers to support and further the program. Vocational training must come first in the program of every pupil who desires shop work, but all pupils, regardless of their fields, must intermingle in the academic classes and in all extracur-

ricular activities, without restriction. The work of the director of guidance is of the highest importance, and should discover to each student the offerings for which he has the deepest interest and the highest capacity. The vocational division of the school must be adequately represented on the staff of counselors. The home room program aims to give each pupil an advisor who will function throughout the pupil's entire high school career. Dr. Keller advocates a strong parents' association. He lists many other characteristics that help to give the reader a true picture of the comprehensive high school, a school that strives to offer every individual the kind of education that is best for him.

A chapter is devoted to the description of three selected comprehensible high schools—Arsenal Technical, Indianapolis; Sewanhaka, Floral Park, New York; and Joliet Township, Joliet, Illinois.

In appendix C, our author presents the program of courses offered in the Indianapolis school. This is a comprehensive high school that strives to afford every pupil of high school age the particular kind of training that best suits his needs. Obviously, this will call for a great variety of courses. The pupil is taught to co-ordinate his ability and interest for the purpose of making a choice of occupation. Nor is the college-preparatory student neglected; he is afforded ample opportunity for meeting the entrance requirements of liberal arts, engineering, and technological schools.

(RT. REV. MSGR.) P. E. CAMPBELL

Music 2, Look and Listen. By Justine Ward. Illustrations by Frances Delehanty (The Catholic Education Press, Washington, D. C., 1955; pages 75)

The opening pages indicate the

basic musical development already expected of the child. This is continued both by the use of the staff and number notation. The new melodies both sacred and secular carry one through the phases of the scholastic and ecclesiastical year. Material for vocal and staff exercises are given with Do limited to three positions. The use of chironomy is a definite help in furthering the musical development of the child and in breaking the predominance of the stressed "down beat." Illustrations are appropriate and artistically enjoyable. Here the child is offered more than a bare musical education.

J. VINCENT HIGGINSQN

Dan Morgan, Rifleman, By Ernest E. Tucker. Edited by Emmet A. Betts (Wheeler Publishing Company, Chicago, Ill., 1955; pages 220).

Dan Morgan, Rifleman is the most recent addition to the American Adventure series. This series, edited by Betts Reading Clinic of Haverford, Pennsylvania, includes biographies of inspiring figures of American history. Intended for use with poor readers in the grades, these books enrich the facts of history with accounts of the intimate relationships that existed in the lives of those who made it.

In this particular book, the author, Ernest E. Tucker, gives us a truly historical, biographical sketch of Daniel Morgan, who advanced himself, through his intense loyalty and devotion to his country, from woodsman to the rank of General in the colonial army. How Dan Morgan, at the head of his riflemen, braved the dangers of the woods and the Indians to make trails for the troops of such well-known leaders as George Washington, Montgomery and Gates, is told in a very interesting way in *Dan Morgan, Rifle-*

man. So simply is the story told that even the moderate use made of sentence fragments does not seem justified.

SISTER M. EDMUND, R.S.M.

A Child Development Point of View
by James L. Hymes, Jr. (Prentice-Hall, Inc., 1955; pages 145)

This little text for prospective teachers is written around three main themes: the youngsters (1) must like the teacher (2) must like their work, and (3) must like themselves. It is written in a popular, conversational style that teachers will enjoy reading. The suggestions given are eminently practical and yet the book is not merely not even primarily a book of techniques. A great deal of sound psychological theory of human development is skillfully interlarded with practical advice for guiding the development of children. Like all of Hymes' books about children, this volume carries the conviction that the author really understands children and is not presenting a textbookish and ephemeral theory of how children grow.

Although this book was ostensibly written for student teachers, teachers-in-service can profitably use it for an examination of their professional consciences. Experienced teachers will certainly appreciate the author's insistence that, although their children must like them, this does not mean that they can let them do anything they want to do. "You do children a favor when you have standards. You hurt them if you don't." They will appreciate, too, the level-headed insistence on the intellectual function of the school. "A teacher's job," Hymes points out, "is not to put on a show or to entertain. School is where children go to learn. They won't learn unless they like their work, but unless they learn, it is not school. . . . The child—eagerly, happily, wanting to—must be sinking his teeth into the crucial facts or skills or attitudes of life." And again, "In every area of life people want to use their power. They want to function up to their peak. . . . Why should not this strong drive operate in the intellectual realm as well?"

Lastly, in helping children to like themselves, the teacher is counseled

to remember that "The more real labor you get out of your youngsters, the better they like life and the better they like themselves."

This book should be a valuable tool in the hands of a teacher who really wants to learn how to work better with children.

SISTER ANNETTE WALTERS, C.S.J.

School of Darkness. By Bella V. Dodd (P. J. Kennedy & Sons, 1955; pages 264; price \$4).

It is fantastic to read of a time within easy memory when communism and the Russian Revolution enjoyed respectability among American intellectuals and were potent forces in the American labor movement. Yet the time seems disquietingly up-to-date. Dr. Dodd's book, written not many months ago as an apologia, may shortly become an anachronistic document, so strong and importunate is the force of Soviet propaganda set off primarily by the Geneva Conference.

Thus the prime value of reading this book now may be to set us on



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guard: We were fooled with such a cunning conspiracy before—is not the pattern the same, are we not again being taught the easy path of co-existence that was, in Dr. Dodd's words, "based on the Roosevelt pledge to the Soviet Union for continued postwar Soviet-American unity."

But the truly alarming, although perhaps unconscious, prophecy in this book is that, should the try for coexistence be successful on the diplomatic level (as it has), the Communist Party in America would become "sort of a Fabian Society" to do "research and engage in promoting social, economic, and political ideas to direct America's development into a full fledged socialist state."

Dr. Dodd's book, which is described as recording a conflict between two faiths, is actually, seen in retrospect, a diary of a conflict between no-faith and faith. That is a distinction the author finally recognized, but almost too late. It teaches the lesson that we favor the Communists by excusing them as zealots, where actually they are mere opportunists.

More than three-fifths of the book is spent in outlining the Party mechanism and Hierarchy in a condensed diary of the author's contacts. Some of the names strike a chord, and some of the figures that drift across the state of national and state politics are familiar.

But it is only at the start and the conclusion that ideological conflict is shown. At the beginning, the naive child enjoys the fruits of faith that is not understood, as it is never understood by a child. And at the conclusion all the truth in that childhood faith is revealed.

The period in between is a matter of mechanism. It is, like Communism, a nightmare of the complex machinery of materialism. But it is never a matter of faith, but only of delusions about values. Dr. Dodd did not awaken to find a great faith. She awoke to find that the Red evil is a nihilism unworthy of the sons of God.

That nihilism remains the same delusion today it was then. Only the foolish will believe that the schools of darkness do not now educate their sons and daughters to the final destruction.

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PANEL DISCUSSIONS and Addresses at CAVE

AUDIO-VISUAL AIDS in the Classroom*

*By Dr. Lulu Mary Spilde, St. John's University,
Brooklyn, New York*

Poetry Lesson Enlivened

One of my student teachers reported to me that the children in the classroom hated poetry. The regular teacher did not care much for poetry. The usual assignments: author's life and the memorization of verses.

Such a situation called for a dynamic change in procedure. The student teacher provided herself with interesting pictures of Longfellow and his family. (These she obtained from the Perry Picture Company, Malden, Mass. The cost is negligible—only a few cents each.) She introduced Longfellow to the class by telling how he lived and the things he liked when he was about their age. She established somewhat of a pal relationship between them and this poet. She ran the motion picture on *The Village Blacksmith*. The children loved it and wanted to see it again. This time they asked if they could say the words that appeared on the screen. She let them do so. They discussed the poem: the kindness of the village blacksmith to horses and the people in his community; his love for children; how children played lovely rather than mean surprises on him; and no wonder he was happy in toiling all day long. They talked about the dignity of labor.

The student teacher then arranged for verse choir work rather than isolated memorization. The result: the children loved this poem!

Time does not permit my giving other concrete examples of how audio-visual aids may be used in the classroom. In closing may I say that the greatest Teacher of all ages, Christ Himself, never taught in terms of frozen formulas. He made His lessons live!

Helping Johnny LEARN TO READ

*By Ella Callista Clark, Department of Education,
Marquette University, Milwaukee 3, Wisconsin*

CHILDREN'S DIFFICULTIES IN LEARNING TO READ WELL have challenged teachers of every age. Consequently, serious-minded teachers are constantly seeking for improved tools and techniques with which to help pupils to meet their reading problems more effectively. Many have found that visual aids when appropriately selected and effectively used result in far greater interest in reading as well as improvement in vocabulary and other reading skills.

As used in this discussion, the term visual aids includes

all experiences which enrich learning through the seeing experience. True, visual aids do include projection materials such as motion pictures, slides, filmstrips, and other aids the showing of which requires machines.

However, let us not forget that often, of even greater functionality are the many readily available aids often free of cost and requiring no machines whatever for their use. Among the more effective aids of this type are actual experience, the field trip, dramatization, demonstration, ordinary flat pictures, stereographs, objects, models, specimens, maps, globes, charts and graphs.

The More Concrete, the Greater the Grasp

When the learner faces the need to understand the meaning of a new word or an unfamiliar concept, often the more concrete we make the learning experiences the more apt he is to grasp the idea. As an example, we have the first grade teacher who provided her pupils with the experience of churning butter. After having discussed how butter is made, they put some cream into a quart jar, fastened the top securely, and passed the jar around the class so each child could have the opportunity of shaking it. Apparently, the pupils understood what to expect. Yet during the process one boy in glancing abruptly at the jar when it came his turn to "churn," cried out in amazement, "Say, who put those yellow specks into this cream?" The butter had begun to appear and for him this unexpected discovery called for an immediate explanation.

Provide Appropriate Experience

Often we take for granted that children understand processes, concepts, or word meanings when such assumption is completely unwarranted. Occasionally on any grade level providing an actual appropriate experience clears up hazy notions and generates high interest which is a powerful motivator in reading. This first grade class evinced great pleasure in having the teacher read appropriate poems to them as they "churned," and needless to say the experience stories they eagerly created after they had enjoyed the taste of butter they had actually churned advanced their reading skill and interest appreciably.

Field Trip, Adequately Prepared

Similarly, the field trip can help the children to build a vocabulary of accurate meanings as well as a rich background of experience for meaningful reading. Thus, often a valuable reading experience can be incorporated into one's teaching right in the classroom. At other times, we utilize a rich source of learning by taking the class on an appropriate field trip for which adequate preparation has been made.

The writer in a doctoral study involving some five hundred children found that as a result of carefully

*Continued from October 1955.

planned appropriate field trips, students had made significant gains in vocabulary as well as other reading aspects of social studies. In addition, children who participated in the excursion gave evidence of having been stimulated to carry on many more voluntary reading activities outside of school.

Developmental in Nature

We have come to the realization that reading skills are an important consideration in practically every subject of the curriculum. Consequently regardless of what grade level or subject we are teaching, we need to face the reading problems currently present. Since reading maturity comes gradually, it is obviously developmental in nature. Thus each succeeding learning experience should help the student to grow toward a higher level of reading efficiency. True, teaching is complicated by the fact that we must take the learner where he is, not where we vainly wish he were. However, we must also demonstrate skill in determining his needs and in guiding him in moving forward toward his optimum reading efficiency, in every subject.

Visualizing Circumference and Diameter

Let us dip into mathematics for a subject-matter illustration of a reading problem. The teacher who is attempting to help pupils master formulas for figuring volume and area does well to weave into his carefully planned lessons appropriate visual aids. For instance, in helping children to discover the relationship of the diameter of a circle to its circumference one may select a seven inch wooden circle. Buy a cloth tapemeasure on which the numbers denoting the inches are shown on both sides but in opposite directions. With the class, cut from one end of the

tapemeasure enough length to go around the outside of the circle. This will be twenty-two inches. Then from the other end of the tapeline cut enough to form the diameter. This will be seven inches. With thumb tacks or tape fasten the tapeline diameter and circumference to the wooden disk and guide the class to clarify the definitions of diameter and circumference, as well as the relationship between the two. To do this latter, encourage the class to remove the tape and "discover" that about $3\frac{1}{2}$ diameters equal one circumference. Then clinch these learnings by providing practice in applying them.

Pupils who are thus guided into a clear understanding of the derivation and meaning of a mathematical term or formula can, in this initial learning, overcome serious roadblocks to insight. Besides, greater permanency of learning obviates the need of constant reteaching.

"Skippy" for Skill in Outlining

Similarly, in social studies the well planned dramatization of how a bill becomes a law, for example, can prove a highly effective factor in permanent learning. Outlining, which is one of the most practical reading skills we possess, can probably best be learned functionally in social studies. Practical skill in using an outline can begin even in first grade as is demonstrated in the film *Skippy and the Three R's*. Following a field trip the teacher invites her pupils to summarize their experiences. As they do so, she writes their reactions on the board. However, she does it in such a way that the main things they saw stand out naturally as the important topics in a very practical outline. Similarly, she appropriately indents supporting details to show that they are sub-heads.

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involved in learning to outline or to do any of the other study skills in reading will find many opportunities to introduce them in a highly functional manner.

Flannel Board Too

I often use the flannel board to teach children how to outline. The class reads an interesting selection which lends itself to outlining. I have previously printed on large individual strips of flannel-backed paper each of the main headings and the supporting details represented in the selection. On smaller bits of flannel-backed paper the number and letter designations for the outline (I II III, A, B, C, 1, 2, 3, and a, b c) are prepared. Using the flannel board the class then works out the logical arrangement of the main points and supporting details. Then by placing the numbers and letters correctly they easily see the logic and usefulness of outlining.

These are just a few practical illustrations of situations in which visual aids can be of great help in teaching reading more effectively. The ingenious teacher who uses wisely both projection materials and non-projection visual aids as functional tools in a teaching situation usually feels amply repaid for all the effort involved.

USING AUDIO-VISUAL MATERIALS for Curriculum Development

By S. G. Swartout, Professor of Education,
Audio-Visual Director, State University of
N. Y., Brockport, N. Y.

IN PREPARING A PRESENTATION ON SUCH A BROAD SUBJECT as using audio-visual materials to evoke curriculum development it was necessary to search in most of the well-known places to discover just exactly what changes in curriculum seem to be desired. One location was particularly productive. In one NEA publication the desired curriculum changes were listed. Here they are in my words.

1. We want longer blocks of time in our schools.
2. We want to use these blocks of time to promote more functional types of learning.
3. We think we need more general economic education.
4. We think, along with our so-called theory in the classroom, we need certain work experiences.
5. Teachers are continually calling for more special interests, materials and activities to meet the needs of the typical pupils.

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6. We are continually hearing calls to increase emphasis on the skills.

Other Sources; Hindrances to Changes

Now the NEA publications are not the only sources where these particular aspects are being emphasized. One has only to read in certain AASA Yearbooks, ASCD Yearbooks, President's Commission Reports and publications from colleges and universities to find the same trend much in evidence.

Let us shift now for a minute and look to the hindrances for accomplishing any curriculum change. What stops certain factions, people and groups in some geographical areas from going along in these desired directions?

One of the first hindrances is *belief in traditions*. Father says, "this school is about like the one I went to twenty years ago, and what is good enough for me is good enough for my son!" Change comes rather slowly in an atmosphere of this kind.

We tend to remember clearly what seemed important earlier in our lives when the dollar was worth a dollar instead of forty cents. Then, we hesitate to spend 1955 dollars where we spent 1935 dollars. Consequently, we are trying to build curriculum change without financial support in many cases and in most cases, without belief that the change is necessary.

Desire for Status Quo

Another hindrance to change is the desire to take the *path of the least resistance*. It is much easier to go along as things are. Keep the status quo. We may believe that we want larger blocks of time so that we can correlate certain kinds of teachings and learnings, but it's too hard to change the structure and organization of the school day, so we hesitate to make *that change at this time*. Somehow or other, the time to change never arrives!

A third reason that we stick to these particular types of teachings without desiring to change is that we actually *like* the status quo. We lack the know-how necessary to shift from one way to the insecurity of the unknown. And this of course, leads to the fourth hindrance to change which is the fear to try new ideas. When we *think* we do not know, when we *like* status quo, then we *fear* to try new ideas.

Curricular Experiments

A fifth reason for not changing is that we are either ignorant or indifferent to *research findings*. Great curricular experiments such as those conducted by Harold Hand and others at the University of Illinois, the Army-Navy experiments at Port Washington, as well as the experiments at Yale, Ohio State, Minnesota and others, give evidence that it would be educationally effective to make one or more of these suggested changes cited earlier. But it takes a period of many years for ideas to filter down to the people who have the courage to do the changing. It is said that there is about fifty years lag in the schools of our society.

The other hindrances to change can be summed up at this point with just a word—travel. Travel, lack of travel, language ineptness, prejudices, differences between sexes, all tend to slow change. So it is clear that if we are ever to effect great gains in curriculum change using audio-visual materials, we must first overcome these major hindrances.

Overcoming Hindrances

Of course, overcoming hindrances to curriculum change is really *effecting a means of learning*. Now, we know audio-visual materials are effective in learning but we



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do not always quite know the steps in learning or what we have to do with these materials to get the most out of them. I have often heard Dr. Edgar Dale, of Ohio State, mention the four steps in any learning process. The first step is to stimulate a sense. One of the five senses must be stimulated. An example that I always use in my own classes is illustrated by this slide showing the alarm clock ringing prior to the 8:00 class; this awakens the student or causes him to *become aware* of something happening. He has been stimulated.

Now unless he understands what this stimulus means, no learning can result. This is Dale's second step; this slide shows that he comprehends the meaning of the alarm.

The third step in any learning process, according to Dale, is believing in what he thinks he understands. In this case the slide shows the student getting ready for class. Unless he believes he will not act. And in learning, action is the payoff.

The fourth slide shows the student in class by 8:00 o'clock, which in this case is the objective. If we parallel this with the desired curriculum change; namely, that we need more economic education in our schools today, we note we must first, *become aware*, that economic education is important. We must secondly *understand* what we mean by the word economic (and that in itself is no small task). Thirdly, we must *believe* that economic education is lacking in our schools and then we must *act* to use the best means (audio-visual material) to effect this change.

You will see approximately 40 slides here to illustrate the various techniques and materials useful in effecting change. Among these slides you will see many audio-visual materials. We know that various people react more favorably to different media.

Get Favorable Reaction

One of our big problems in education is to "needle" or stimulate people just enough to get them to *react favorably* to a situation and yet not so violently that they tend to become *neurotic*. We know that certain audio-visual materials can help us a great deal in this area. Here are a few of the ones you will see. Of course, the slides themselves illustrate an excellent teaching medium when used with this automatic changer which allows maximum flexibility in showing. Additional audio-visual materials to help in curricular change are motion pictures, tape recordings, pictures, drawings, chalkboards, overhead projectors, radio and of course, the all powerful medium of the present, television. Now these are the ones we hear about the most frequently when we talk about audio-visual materials but in the process of developing curriculum changes we need to use many more. The exhibit, mimeographed sheet of paper, the offset, the lined drawing or pamphlets or the telephone conversation, or a simple notice in the local paper, may be much more effective than anything else. Television, of course, should be used in any community that is attempting curricular change. There is no better way to insure success than to carry an informed public along with you. Then, if the going gets rough you have support. So now let us take a look at these various slides.

Do a Survey

Here are a few suggestions that any of you can do about affecting curriculum change. First of all, you must become aware of desired changes in your community. This means you cannot assume you know what your community wants but you must find it out. You must do a *survey*. You must talk with people. You must find out what most people in your community do for a better living, what their greatest needs and interests are. Do they live in a city or in the country?

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Secondly, you have to learn to get along with all kinds of people—whether they believe in what you believe or not! You can at least *agree to disagree* and for very distinct reasons. You must also learn to read and write more efficiently so that you can express yourself adequately and think clearly both in public and in private. These are skills that you learn only by practicing and when learned must be used. If they are not used you soon get out of touch with the needs of society.

There is a cute little story that illustrates how we do get behind in change. The electric power company realizes that we haven't always had electricity especially when they get a call like this. A woman telephoned saying her puppy liked to chew on the lamp cord and wanted to know if he chewed it clear through, would it allow the juice to run out all over her new rug. This is only one example of how we get behind on what *is* happening or what *isn't* happening in our educational systems.

Specifically, What Can Administrators Do?

The last four slides show the four stages of efficiency in administration. In any curriculum change a great deal of credit or blame goes to the administration of the school system. Regardless of the felt or unfelt needs of the community or teachers, if the administration is inefficient, change is very slow. Here are the four stages of administration changes often referred to by Dr. Dale. Many administrators are *unconsciously inefficient*. They do not know how inefficient they really are. The next stage in becoming efficient is to be *conscious of one's inefficiency*. The administrator has now become aware of how poorly he's been handling these curriculum matters and thirdly, the administrator has become *consciously efficient*. He now does what he should but he's very conscious of it at every moment. He works hard at being efficient and this still isn't the ultimate of desirability.

The final stage is *unconsciously efficient*. The efficient administrator should work at curriculum change continuously as a matter of habit, always using good judgment and bringing to bear all of his professional and general knowledge. He must keep one finger on the pulse of the community and the other one on the pulse of the school system. This is the only condition under which curricular changes will come painlessly and automatically as the need is dictated from the field.

Changing any curriculum is a creative business as any administrator knows. What he may not know are the *conditions* or elements *necessary to create*. They are really the four steps described earlier in the learning process but here we may use different words. There must, first, be a feeling of *discontent, individuality* or ego. Secondly, there must be *experience* coupled with memory. Thirdly, these experiences must go through a process commonly known as *digestion*. And finally, procedures, materials and techniques must be used in the combination best suited to achieve pre-conceived objectives.

What More Can You Read?

1. Association for Supervision and Curriculum Development Yearbooks, Washington: NEA, Washington 6, D.C.
2. American Association of School Administrators Yearbooks, Washington: NEA, Washington 6, D.C.
3. Dale, Edgar *Audio-Visual Methods in Teaching*, New York: Dryden Press, 1954.
4. Dale, Edgar *The Newsletter*, the Ohio State University, Columbus, Ohio.
5. Smith, B. O., Stanley, W. O., and Shores, J. H. *Fundamentals of Curriculum Development*, New York: World Book Company, 1950.

Audio Visual News

Lily of Israel

New SVE Filmstrip Series

This excellent new series, consisting of three full-color filmstrips, succeeds in increasing love and devotion for the Blessed Virgin by familiarizing children with the childhood and early adulthood of our Blessed Mother.

Written by Sister M. Loretta, S.S.C., and directed by Sister M. Francine, S.S.C., C., this series is illustrated by Dorothy McIntyre. Miss McIntyre is a graduate of the Chicago Academy of Fine Arts and has done advanced study in color and composition at the Art Institute. She has illustrated children's materials for many well-known textbook companies.

Little Mary (26 frames), the first filmstrip acquaints children with Mary's parents. Anne and Joachim, and with little Mary herself. They will delight in Mary's visit to the marketplace and will draw closer to the Blessed Mother as they see her listening to the story of Baby Moses, playing wedding with other little children, and surprising her mother, Anne, with a gift she herself has chosen.

The Presentation (25 frames), the

second filmstrip, explains the customs of the Sabbath followed by Mary's family. Children will observe Mary's devotion to God and rejoice in Mary's presentation at the Court of Women in the Temple, where she is brought in order to learn more about her heavenly Father.

All the excitement of any child entering a new school is captured in *The Lovely Maiden* (25 frames), the third filmstrip. This filmstrip tells of Mary's experiences while living at the Court of Women. Children will smile with Mary as she delights in her singing and dancing lessons. They will also draw closer to God in seeing the beautiful habit of prayer which Mary uses throughout her daily life. Finally, they will experience the deep joy of the Annunciation when Mary is given the greatest honor of being chosen to be the Mother of God.

These filmstrips furnish excellent material for teaching primary children the story of Mary in (1) religion class to foster an increased love of God and devotion to Mary; (2) social studies classes to encourage a deep respect and appreciation for family life; and (3) language arts classes to stimulate discussion and

inspire dramatization.

The price of the series is \$13.50, or \$5 for each of the filmstrips purchased individually.

The producer is the Society for Visual Education, 1345 W. Diversey Parkway, Chicago 14, Ill.

A-V 6

Coronet Safe Driving Star Reverses Success Pattern

George Mittendorf, Jr., 17, of Atlanta, Ga., reversed a longstanding formula for an American success story. Instead of winning a contest and going into the movies, Mittendorf did a switch when he used his movie experience as a springboard to win a contest.

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At 17, George is such a practiced driver, as a result of courses in school, his work in the Coronet Safe Driving films and his achievement in the Junior Chamber of Commerce Rodeo, that the Georgia Motor Club now refers drivers to him for special training.

The titles and description of the three new Coronet films in which George starred follow:

Safe Driving: Car Maintenance and Care (1 reel, sound, color or b&w). By applying the simple, non-mechanical techniques of preventive car maintenance, Bill Richards lengthens the life of his automobile, reduces repair costs, and insures greater safety while driving. Observing Bill, the audience sees ways by which trouble warnings can be recognized (Junior High, Senior High, College, Adult).

Safe Driving: The Defensive Driver (1 reel, sound, color or b&w). Before Bill can use the family automobile, he must prove to his father his responsibility behind the wheel. In demonstrating his skills, Bill shows that anticipating the possible dangers in each situation is the basis for responsible, skillful, safe—defensive driving (Junior High, Senior High, College, Adult).

Safe Driving: Techniques of the Skilled Driver (1 reel, sound, color or b&w). As seen by his former driving instructor, Bill Richards is skilled and competent in handling an automobile. The audience learns that Bill's mastery of the many techniques relating to driving is a result of continued practice and effort to improve skills Bill has learned in school (Junior High, Senior High, College, Adult).

A-V 7

Challenge by China

N. Y. Times November Filmstrip

The nature of Communist China's threat to peace is examined in The New York Times Filmstrip on Current Affairs for November.

Entitled "Challenge by China," it traces Communist China's recent history of aggression in the Far East. The tensions created by communist policy toward Formosa and other Asian areas are outlined. This is set against a background of China's economic and population problems and the Western nations' impact on China during the last century.

The moves by which the communists took over China are examined, also their methods of control of the Chinese people, their links with Russia and their drive to build up China's economic and military power.

The position and capabilities of Chiang Kai-shek's Nationalist Chinese Government on Formosa and the armed forces there are considered.

Finally, the filmstrip assesses the moves

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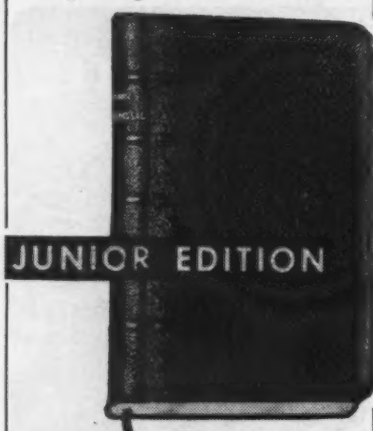
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by the United States to build up strength in Asia against the threat of the Chinese communists.

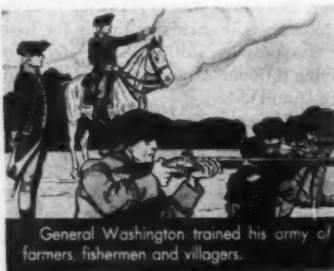
Graphic pictures, charts and maps appear in the black and white filmstrip that has 53 frames. A discussion manual, with an introduction to the subject, accompanies the filmstrip, along with reproductions of each frame, suggested reading and suggested activities.

This is the second of the 1955-56 series of eight monthly filmstrips. The entire series of eight filmstrips is available for \$15.00; individual filmstrips cost \$2.50 each. They are available from the Office of Educational Activities, The New York Times, Times Square, New York 36, New York.

A-V 8

Elementary U. S. History in Filmstrips

To help students to understand, remember, and enjoy history, The Jam Handy Organization has produced a new series of seven filmstrips, in full color, *Foundations of Democracy in the United States*.



The series, for use in later elementary and junior high school history classes, reenacts early United States history. Major historical concepts are clarified. The new art form used in the films brings events and ideals of the new nation into dramatic focus. Extensive research into historic details insures the authenticity of the pictures of landmarks, historic sites, dress fashions of the time, and famous personalities. Teachers of history and social studies will find that the new series is comprehensive in treatment. Class participation and review are encouraged by summary statements and questions at the end of each filmstrip.

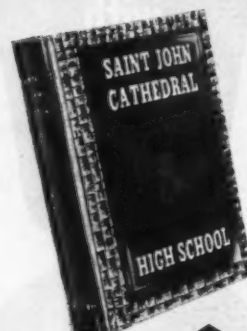
The seven filmstrips are entitled: 1. The Colonists Are Freedom Loving; 2. Colonial Freedoms Are Threatened; 3. Fighting Begins in the North; 4. Independence Is Declared; 5. War in the Middle Colonies and the Northwest; 6. War on the Sea and in the South; 7. Writing the Constitution.

The complete series is priced at \$37, with individual filmstrips at \$5.95. Distribution is through The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, and through authorized Jam Handy dealers.

A-V 9

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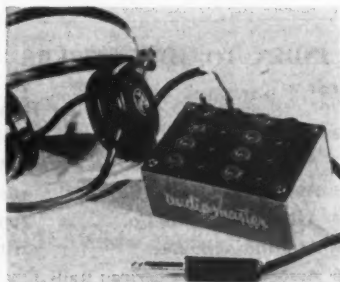
Coming in our January 1956 issue is a short article that shows how one teacher uses these *Enrichment Records* and the response of her class to them.

Information about *Enrichment Records* may be obtained from Martha Huddleston, Director, Enrichment Materials, Inc., 246 Fifth Avenue, New York 1, N. Y.

A-V 10

East 45th Street, New York 17. This modern unit, which distributes sound to individual headsets, is housed in a compact metal case and covered with a bakelite top, making it easy to manipulate. A 10-foot extension cord completes the unit.

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(Continued from page 170)

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SS&E 19

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